DOCUMENT RESUME

ED 444 641 JC 000 594

TITLE	An Assessment of British Columbia's Post-Secondary Education Transfer Issues: The Student Perspective.
SPONS AGENCY	British Columbia Council on Admissions and Transfer, Vancouver.
REPORT NO	BCCAT-98-01
PUB DATE	1998-03-00
NOTE	157p.; Prepared by GDA Research & Information Systems, Inc., under contract to CEISS.
PUB TYPE	Numerical/Quantitative Data (110) -- Reports - Research (143) -- Tests/Questionnaires (160)
EDRS PRICE	MF01/PC07 Plus Postage.
DESCRIPTORS	Admission Criteria; College Credits; *College Transfer Students; Foreign Countries; *Higher Education; *Outcomes of Education; Questionnaires; *Student Attitudes; Student College Relationship; Tables (Data)
IDENTIFIERS	*British Columbia

ABSTRACT

This report assesses transfer issues from the student perspective in British Columbia. It centers on determining: where transfer students went for further studies; the nature of the transfer-related problems that were encountered; and the frequency these transfer-related problems were cited. The following five sub-cohort pairings, defined within each of the two major program type cohorts, were analyzed in order to discover significant differences in transfer-related behavior and experience: (1) comparing lower division Arts and Sciences students who continued studies with those who did not; (2) for students who continued studies, comparing students who attempted to transfer credits with those who did not; (3) for students who continued studies and attempted to transfer credits, comparing students who encountered transfer problems with those who did not; (4) for students who continued studies, attempted to transfer credits, and encountered transfer problems, comparing students who attempted to transfer the original credential (or all completed course-work) as one whole block of credits towards their new program with those who did not; and (5) for students who continued studies, attempted to transfer credits, and encountered transfer problems, comparing students who encountered transfer problems only at the old institution (sending) with those who encountered transfer problems at the new institution (receiving). It presents key findings and recommendations. The paper includes the questionnaire instrument in appendices. (Contains 14 references.) (VWC)

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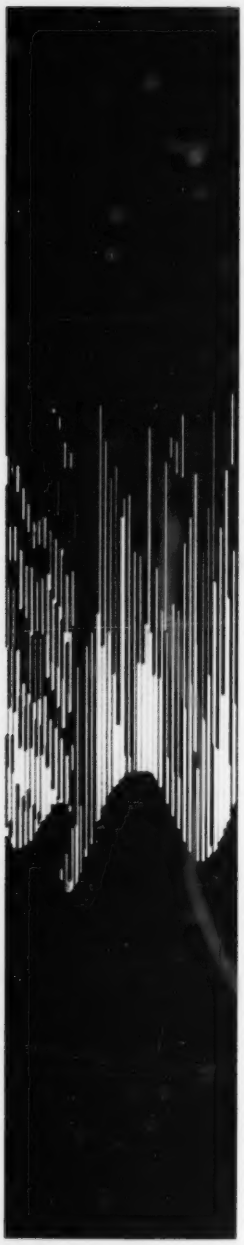

An Assessment of British Columbia's Post-Secondary Education Transfer Issues: the Student Perspective

This Report was prepared by GDA under contract to CEISS and was Funded by and Prepared for the B.C. Council on Admissions and Transfer

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Executive Summary

PURPOSE

The foremost 1996-97 priority of the British Columbia Council on Admissions and Transfer (BCCAT) was to promote articulation and transfer of post-secondary courses and programs to baccalaureate degree programs. Key to the continuing development of standards and practices that facilitate transfer was an integrated research plan; a plan that had as its initial objective the identification and assessment of current transfer issues. The assessment of transfer issues required the collection of information from two primary sources: (1) institutional admissions and transcript records along with transfer articulation policy statements, intended to provide the institutional perspective on transfer issues, and (2) quantitative and qualitative information from students themselves, intended to provide the student perspective.

Utilising 57,973 student surveys collected over the past three years, this study represents B.C.'s most ambitious undertaking to-date to assess transfer issues from the student perspective.

Specifically, the study benchmarks the second phase of a two-year effort on assessing issues surrounding intra-provincial credit course transfer primarily within British Columbia's public post-secondary education system. The first phase study, completed in 1996, was comprised of a questionnaire item analysis of the 1995 and 1996 B.C. college and institute student outcomes surveys. The analysis resulted in specific transfer-related changes to the follow-up 1997 student outcomes survey. This second phase study focused on analysing 1997 student outcomes data derived from the new transfer-related questions.

The research objectives centred on determining:

- where transfer students went for further studies;
- the nature of the transfer-related problems that were encountered; and
- the frequency these transfer-related problems were cited.

Research funding was provided by the British Columbia Council on Admissions and Transfer; an independent 18 member body charged with providing leadership and direction in expanding educational opportunities for students through inter-institution transfer and the review of admission requirements. The student outcomes data used was collected by BC's college and institute system through an annual data collection effort funded primarily by the Ministry of Advanced Education Training and Technology and Human Resources Development Canada. A data sharing agreement was approved by the outcomes data steward (the Outcomes Working Group) and was supported and arranged through the outcomes data custodian (CEISS).

APPROACH

The analysis of transfer issues was delimited to former college and institute students who attended further studies. These students exited from programs either (1) designed as university transfer programs or, (2) oriented to provide "ready-to-work" skills. These two "major program type" student groups were the principal "within group" assessment cohorts used throughout the analysis, and are referred to as the "Arts and Sciences" student cohort and the "Applied" student cohort, respectively.[1]

The following five sub-cohort pairings, defined within each of the two major program type cohorts, were analysed in order to discover significant differences in transfer-related behaviour and experience:

Sub-Cohort 1: *comparing lower division Arts and Sciences students who continued studies with those who did not;*

Sub-Cohort 2: *for students who continued studies; comparing students who attempted to transfer credits with those who did not;*

Sub-Cohort 3: *for students who continued studies and attempted to transfer credits; comparing students who encountered transfer problems with those who did not;*

Sub-Cohort 4: *for students who continued studies, attempted to transfer credits, and encountered transfer problems; comparing students who attempted to transfer the original credential (or all completed course-work) as one whole block of credits towards their new program with those who did not; and*

Sub-Cohort 5: *for students who continued studies, attempted to transfer credits, and encountered transfer problems; comparing students who encountered transfer problems only at the old institution (Sending) with those who encountered transfer problems only at the new institution (Receiving).*

A total of 181 indicators were initially developed for formal statistical testing. All were derived from either student records supplied directly by the admissions and records offices of the Sending institution, or from the 1995, 1996 and 1997 student outcomes survey responses. The analysis approach centred on employing appropriate

1 A listing of 1995-97 College and Institute programs grouped under each program type can be found in Appendix 3.

statistical tests on 143 of the most promising indicators to discover significant differences between each sub-cohort pairing. Formal statistical tests were carried out using either the chi-square test (for association between cross-tabulated factors) or the Student's T-test.

RESULTS

KEY FINDINGS FOR ALL 1997 STUDENTS:

- The cohort of students who attended further studies at a different institution was comprised of almost equal numbers of former college and institute Applied program students and Arts and Sciences students (48% and 52% respectively). However, proportionately more of the Arts and Sciences cohort attended further studies (64% compared to 24% for the Applied cohort).
- 3,924 former Arts and Sciences students attended further studies, which accounted for 73% of all Arts and Sciences survey respondents (**3,460** at a different institution and an additional 464 at the same institution but in a different program).
- 3,867 former Applied students attended further studies, which accounted for 29% of all Applied survey respondents (**3,229** at a different institution and an additional 638 at the same institution but in a different program).
- The most prevalent destination for former Applied students from Urban Colleges and University Colleges was a B.C. University (47% and 34% respectively).
- For Applied students from Rural Colleges and Technical Institutes, the most prevalent destination was Other Institution (41% and 38% respectively).
- The most prevalent destination for Arts and Sciences students from any Sending institution was a B.C. University (77% of Urban College students, 60% of University College students, and 59% of Rural College students went to a B.C. University).
- Of the **3,460** former Arts and Sciences students who attended further studies at a different institution, 82% (2,842) tried to transfer credits.
- **444** of the 2,842 Arts and Sciences students who tried to transfer credits experienced problems (16%).
- **280** of the 1,539 Applied students who tried to transfer credits experienced problems (18%).

KEY FINDINGS BY SUB-COHORT:

Lower Division Arts and Sciences Students Who Continued Studies versus Those Who Did Not *(Sub-Cohort 1)*

- Students who attended further studies at a different institution were 3 years younger than those that did not continue their studies.
- More students who did not attend further studies originally enrolled for job skills reasons (e.g., improve existing job skills, learn new job skills) (34% compared to 19% for students who persisted).
- More than half of the students who did not attend further studies exited from a University College (56% compared to 42% for students who persisted).
- Nearly half of the students who continued their studies exited from Urban Colleges (47%). In contrast, just a third of the students who did not continue their studies exited from Urban Colleges (33%).
- Students who did not attend further studies earned lower GPAs, on average, than did students who persisted.
- No difference existed between the two cohorts in relation to the number of credits earned, as reported from official transcript records. Both had earned an average of 50 credits.
- To a greater degree, students who did not attend further studies indicated that their original program workload was heavy.
- 80% of the students who did not attend further studies were employed one year after leaving their studies, compared to 64% of the students who continued their studies.

Students Who Attempted to Transfer Credits versus Those Who Did Not (of students who continued studies) *(Sub-Cohort 2)*

- For the cohort of Applied students continuing their studies, those that tried to transfer credits were significantly younger than those that did not try to transfer credits. This pattern was mirrored for the Arts and Sciences student cohort. The gap in age was more pronounced for Applied students than for the Arts and Sciences students (greater than 3.5 years and less than 1.9 years respectively).
- A greater proportion of Arts and Sciences students who continued their studies and transferred credits, went to a B.C. University (79%), than did those that continued their studies and didn't transfer credits (14%). Although the magnitude was lower, this B.C.

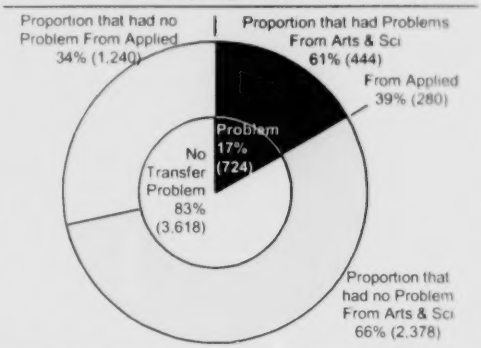
University attendance pattern was repeated for the Applied student cohort (55% of those that transferred credits went to a BC University versus 9% that did not transfer credits).

- A greater proportion of Arts and Sciences students who continued their studies and did not transfer credits, went to either an independent institution, a B.C. Technical Institute, or a B.C. University College (31%, 23%, and 19% respectively), than did those who continued their studies and transferred credits (4% to each Receiving institution type). Once again, this destination pattern was repeated for the Applied student cohort (40% versus 19% to independent institutions, 20% versus 7% to B.C. Technical Institutes, and 15% versus 8% to B.C. University Colleges).
- In light of the preceding two observations, it can be argued that destination (Receiving) institution patterns depended significantly more on whether or not the act of transferring credit occurred than it did on the Applied versus Arts and Sciences program area students exited from originally.
- Another pattern that was similar for both the Applied and the Arts and Sciences cohorts was that a significantly greater proportion of students who did not try to transfer credits cited that they originally enrolled in their Sending institution program to get job skills than did students who transferred credits. In this case, however, the magnitudes were markedly different (31% vs. 16% for Arts and Sciences programs, 65% vs. 44% for Applied).

Students Who Encountered Transfer Problems versus Those Who Did Not (of students who continued studies and attempted to transfer credits)
(Sub-Cohort 3)

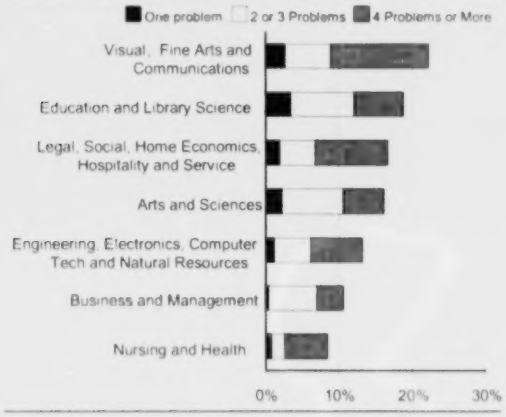
- For the vast majority of students, BCs credit course transfer processes are working. Of the 4,381 student respondents in the 1997 survey that attempted to transfer credits, 724 (17%) experienced transfer problems (280 students from Applied programs and 444 from Arts and Sciences).
- Nearly half (48%) of the students cited that one of the transfer-related problems they encountered was the courses or original program were not designed for transfer. This indicates that although students knew that some of their previously completed courses were not going to transfer, they cited this as a problem anyway.
- Although the majority of students that experienced transfer problems originally exited from Arts and Sciences programs (61%), a slightly greater proportion of Applied students experienced transfer problems (18% versus 16%). Since the bulk of Applied programs are not designed with transfer in mind, the fact that these proportions were so similar was somewhat surprising.
- In concordance with the most important destination of transfer students, more than two thirds of all transfer problems were related to transferring to a B.C. University (71%).
- The Receiving institution type with the smallest ratio of problems per student, was the University College category with an average of 3.5 problems cited per student. In contrast, 4 problems were cited per student attending all other institution types.

1997 Distribution of the Incidence of Transfer Problems by Program Type


Proportion that had no Problem From Applied 34% (1,240)
Proportion that had Problems From Arts & Sci 61% (444)
From Applied 39% (280)
Problem 17% (724)
No Transfer Problem 83% (3,618)
Proportion that had no Problem From Arts & Sci 66% (2,378)

- The Visual, Fine Arts and Communication Applied program area had the highest proportion of students citing at least one problem (32%). This program area also exhibited the highest proportion of students citing four or more problems (18%).
- The Arts and Sciences students in Visual, Fine Arts and Communication program area also had the highest proportion of students experiencing problems (23%). By comparison, Arts and Sciences students in the Nursing and Health area yielded a markedly lower proportion citing problems than did Applied students in this same area (8% versus 22%).
- For either cohort, Overall Satisfaction with Studies was better for students who did not experience transfer problems compared to those who did.

Arts and Sciences Students that Tried to Transfer Credits by Program Area of Further Studies and by Number of Transfer Problems



- For either cohort, a greater proportion of students who experienced transfer problems went to Out-of-BC Universities, than did students who cited no transfer problems.
- For either cohort, students who experienced transfer problems stated they were less prepared for further studies than did students who did not experience transfer problems.
- Generally, students encountering problems were not as satisfied with their college experiences and resultant skill development as were their no-transfer-problem counterparts (index values < 1).

Students Who Attempted to Transfer the Original Credential (or all completed course-work) as One Whole Block of Credits Towards Their New Program versus Those Who Did Not (of students who continued studies, attempted to transfer credits, and encountered transfer problems) *(Sub-Cohort 4)*

- Of the 724 students in the survey who had tried to transfer credits and experienced transfer-related problems, 701 answered the follow-up question "Did you attempt to transfer your original credential (or all completed course-work), as one whole block of credits towards your new (current) program (or field of study)". Over 77% (542) of these students answered "yes". In other words, the overwhelming majority of students who reported having transfer problems, encountered these problems while attempting to transfer one whole block of credits.
- For four out of five students, most common transfer problem was that some courses were not transferred. The relative proportions of the block transfer cohort and its non-block transfer counterpart that cited each particular transfer problem were remarkable in that very little variance was observed between the two populations. Only one transfer problem, "Had Completed More Credits than Was Allowed to Transfer", produced any notable difference between block and non-block Arts and Sciences cohorts (32% and 22%, respectively).
- As was found for the Arts and Sciences cohort, the most common transfer problem for Applied students was the fact that some courses were not transferred: this being true for an average of nine out of ten students. The lack of variance between the degree block transfer and the non-block transfer cohorts cited each transfer problem paralleled previous results. Again, "Had Completed More Credits than Was Allowed to Transfer", produced the only notable difference between the Applied student cohorts (41% and 24%, respectively).
- For either the Applied or the Arts and Sciences cohort, the "Relationship Between Past and Further Studies" was stronger for students who attempted to transfer their original credential or all their completed course-work as one whole block, than it was for those who did not attempt to block transfer. For both the Arts and Sciences cohort and the Applied cohort, it is a factor of about 10% better (index values of 1.09 and 1.13, respectively).
- The "Extent to Which Transfer Was a Problem" was greater for the block transfer Applied student cohort than it was for the non-block transfer Applied student cohort (index of 1.18).
- The "Number of Transfer Problems Experienced" was greater for the block transfer Applied student cohort than it was for the non-block transfer Applied student cohort (index value of 1.15).

Students who encountered transfer problems only at the old institution (Sending) versus those who encountered transfer problems only at the new institution (Receiving) (of students who continued studies, attempted to transfer credits, and encountered transfer problems) *(Sub-Cohort 5)*

- For either cohort, the transfer problem cited most often was the fact that some courses didn't transfer. A higher proportion of students citing problems at the Old institution said they didn't know the requirements, than did students citing problems at the New institution (40% and 27%).
- The majority of students experiencing Slow Service and Poor Advice only at an Old institution, originally exited from Arts and Sciences programs (75%

contrasted with 50% of those that had Slow Service and Poor Advice only at a New institution.

- A higher proportion of students experiencing problems only at a New institution had previously completed a certificate, degree or diploma (18% contrasted with 5% of those with problems only at an Old institution).
- A higher percentage of students experiencing problems only at a New institution completed the requirements for their program credential, compared to those who experienced problems only at an Old institution (48% vs. 30%).
- Students with problems only at an Old institution had lower average GPAs than students experiencing problems only at a New institution (index of 0.92).

Results for the 1995, 1996, and the three-year 1995-97 combined groups are contained in Appendix 4.

RECOMMENDATIONS

SURVEY INSTRUMENT RECOMMENDATIONS

1997 was the first data collection cycle of the college and institute student outcomes survey that included the new transfer-related questions based on the first phase research of this project. Although a wealth of information related to transfer issues was collected, the following four questionnaire refinements are offered to improve its future utility:

Recommendation 1: *Add a Question to Help Identify the "Most Problematic" Transfer Problem.*

Not knowing the magnitude of the transfer problems cited by each student surveyed, resulted in not being to assess which problems were the most important. An indication of which problem was the most important, can be derived by adding the following question: "Which one of the transfer problems you experienced had the greatest negative impact on your transfer request?"

Recommendation 2: *Modify the Questionnaire Skip Patterns to Capture Appropriate Transfer Problem Information From All Students Who Attended Further Studies.*

The following two "transfer problems questions" should be asked of all students who attended further studies (Q10=Yes), not only to those that had problems:

> *Q15B "How many courses, if any, did you NOT receive credit for?" would become for those that did not have problems: "How many courses, if any, did you receive credit for?" and*
>
> *Q15F "Did you attempt to transfer your original credential (or all completed course work), as one whole block of credits towards your new (current) program (or field of study)".*

Recommendation 3: *Modify Question 15F, "Did you Attempt to Transfer Your Original Credential (or All Completed Course-work), as One Whole Block of Credits Towards Your New (Current) Program (or Field of Study), did you Receive All Credits You Expected?", so as to Better Capture FORMAL Block Transfer Students.*

Only students who completed a credential (diploma or certificate or degree) should be asked this suggested re-phrased question 15F: "Did you attempt to transfer your completed credential for one or two years of credit, rather than transferring all your courses individually?"

Recommendation 4: *If any Transfer Questions Need to be Eliminated Because of Questionnaire Length, Those Related to Origin of the Problem Being at the Old or New Institution Should be the First Considered.*

This analysis has shown that not a great deal of information could be derived from the 1997 survey respondents for this set of questions (Q15E1 through Q15E4). The current "mark all that apply" directive does not enable the identification of the worst/greatest negative impact.

FURTHER STUDY RECOMMENDATIONS

1. Incorporate (LINK) presently disparate administrative data from university admissions and records systems, with both university and college/institute student survey records.
2. Conduct an analysis focusing on the full-time or part-time status of students.
3. Once the 1998 college and institute outcomes data are available, combine the 1997 with the 1998 data sample and conduct a Program/ Discipline-based cohort analysis of transfer-related issues.
4. Conduct an analysis on the persistence of students exiting the subset of programs designed to offer only the first two years of an integrated four-year program that require the student to transfer to a University to complete the degree.
5. Utilise the 4th year of college and institute student outcomes data in 1998 to conduct regression tests to assess indicator trends.
6. Conduct a longitudinal tracking study to specifically assess the transfer-related issues of Stop-Outs.
7. To complement this student perspective analysis of transfer issues, conduct Focus Groups involving admissions / other transfer articulation groups at the colleges and universities to derive the "administrative perspective."

Acknowledgements

The British Columbia Council on Admissions and Transfer (BCCAT) along with Gaylord, Ducharme and Associates (GDA), would like to acknowledge the contributions of the following peer reviewers of this province-wide post-secondary education student transfer study and its predecessor Phase I study:

Dr. Roger Blackman
Associate Dean of Arts
Simon Fraser University

Dr. Patty Beatty-Guenter
Registrar & Inst. Research Director
North Island College

Mr. Ken Burt
Director, Inst. Research & Planning
Okanagan University College

Dr. Rod Church
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This BCCAT-funded study represents the second phase of a two-year effort to assess the student perspective on transferring within the B.C. public post-secondary education system. The first phase was comprised of a questionnaire item analysis that resulted in specific transfer-related changes to the B.C. college and institute student outcomes survey. The second phase focused on analyzing student outcomes data derived from these new transfer-related questions. The data used was collected by BC's college and institute system through an annual data collection effort funded primarily by the Ministry of Advanced Education Training and Technology and Human Resources Development Canada. A data sharing agreement was approved by the outcomes data steward (the Outcomes Working Group) and was supported and arranged through the outcomes data custodian (CEISS). Lastly, this study could not have been possible without the completion of significant prerequisite questionnaire standardization and data reconciliation work; work the B.C. Ministry of Advanced Education Training and Technology, and later CEISS, contracted GDA to do on province-wide student outcomes data sets collected over the past three years.

To all, we extend our heartfelt appreciation for the support provided throughout the conduct of this research project.

A special thanks goes to Timothy Maxim, for his wonderful patience while this analysis was being completed.

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Introduction

A key B.C. Council on Admissions and Transfer (BCCAT) research interest centres on examining issues related to the ease of student transfer into and within the province's post-secondary education system. The B.C. College and Institutes Student Outcomes Survey annually contacts former students one year after these students left their studies. A key goal of the survey is to assess various educational and employment outcomes. The survey also contains questions on whether or not former students transferred and where they transferred. In particular, the survey seeks to assess the degree to which respondents who transferred encountered transfer-related difficulties and to discover what problems were encountered (e.g., transcript difficulties).

In 1996, BCCAT undertook the first rigorous study of the survey information pertinent to transfer issues with a multi-year analysis of trends. This initial study also incorporated a system-wide qualitative data analysis to develop themes from the open ended question responses. The analysis[2] subsequently led to a number of recommended survey changes that were incorporated into the 1997 survey cycle by the Outcomes Working Group; the provincial-wide group charged with managing the survey.

This study utilises data collected from the new transfer questions incorporated into 1997 B.C. College and Institutes Student Outcomes Survey. The analysis focuses on determining:

- where respondents went for further studies;
- the nature of the transfer-related problems respondents encountered; and
- the frequency these transfer-related problems were cited.

Scope

The study used data from 57,973 B.C. Colleges and Institutes Student Outcomes Survey respondents collected over a three year period (1995, 1996, and 1997) and associated student records information.

The annual Student Outcomes Survey, first conducted in 1987, has been jointly conducted by the B.C. College and Institute System and the B.C. Ministry of Advanced Education, Training and Technology. It is the metric used in the province to assess educational and employment outcomes for program completers and near completers one year after they exit their programs. Nineteen public institutions participated in both the 1995 and 1996 survey cycles. An additional two institutions participated in the 1997 survey cycle.[3]

In this study, the analysis of transfer issues was delimited to former college and institute students who attended further studies. They exited from programs either (1) designed as university transfer programs or, (2) oriented to provide "ready-to-work" skills. Throughout the remainder of this report, these two student groups are referred to as the "Arts and Sciences" student cohort or "Applied" student cohort, respectively.[4]

Objectives Realised

Utilising data collected from the new transfer questions incorporated into the 1997 B.C. College and Institutes Student Outcomes Survey, the main objectives of the study - to describe the degree and form of transfer within the B.C. post-secondary education system - have been realised. In particular:

- Transfer-related data from the 1995, 1996 and 1997 Student Outcomes Surveys have been tabulated and cross-tabulated to provide information about transfer within the B.C. post-secondary system regarding the nature and extent of transfer.
- Methods of statistical inference have been applied to all cross-tabulations in order to distinguish real from possibly random differences.
- The current B.C. student outcomes survey instruments have been reviewed with the aim of identifying practical changes that will significantly improve the utility of the transfer-related data each instrument provides.

2 Student Transfer Issues Revealed in British Columbia's Post-secondary Education Student Outcomes Surveys: An Analysis Intended to Enhance the Survey's Future Utility, Gaylord, Duchatme & Associates (GDA), Doc 96-32 (1996c).

3 The Open Learning Agency and the Justice Institute participated in the student outcomes survey for the first time in 1997.

4 A listing of 1995-97 College and Institute programs grouped under each program type is in Appendix 3.

OUTLINE OF THE STUDY

Following descriptions of the methodology and source data used in the subsequent analysis of transfer issues, an overview of the characteristics and general outcomes of the Arts and Sciences respondent cohort is made and compared with results obtained from the Applied cohort. Sub-populations within each of these two program areas are further contrasted based on the decision of whether or not to continue studies, and if continuing studies, the decision of whether or not to attempt transferring credits.

The remainder of the study addresses five key research questions:

1. What overall observations about the incidence and type of transfer problems encountered can be derived from the new 1997 transfer-related survey questions?
2. What are the reasons and factors related to the decision of some Arts and Sciences lower division respondents not to attend further studies?
3. What are the characteristic transfer flows within the B.C. post-secondary education system, for example, "What is the most common target institution for Arts and Sciences students leaving B.C.'s urban colleges?"
4. What is the incidence of, and factors related to, requests by B.C. students (Applied only and, Arts and Sciences only) to transfer credits?
5. What is the incidence of, and factors related to, requests by B.C. students (Applied only and, Arts and Sciences only) to transfer course credits and the problems encountered in completing this transfer?[5]

The first question represents an assessment of the new BCCAT-requested questions added to the 1997 student outcomes survey, while the remaining four are concerned with providing a sketch on what respondents said about their transfer experiences within B.C.'s post-secondary education system.

Throughout the study, the college or institute a student left (a year prior to the survey date) is referred to as the "Sending Institution", while the institution the student transferred to is denoted as the "Receiving Institution".

[5] A description of the cohorts that were compared in the study is available in Appendix 2.

Methodology

The analysis approach centred on employing appropriate statistical tests on selected student respondent cohort pairings in order to discover significant differences in behaviour and experiences between the pairings. Examples of cohort pairings include (A) Students That Tried to Transfer vs. Those That Did Not Try, or (B) Students That Had Transfer Problems vs. Those That Did Not. The results are presented in tables, where each factor or indicator is displayed by cohort group.

These comparisons are summarised by a derived index, which provides a "quick view" for gauging the magnitude of cohort pairing differences. The "Index" value for each indicator is the value of the first cohort group divided by the value of the second (or base) group. A value of "1.00" means that the two groups are equivalent. Indicator index values that are greater than "1.00" result when the first cohort group's value is greater than the base cohort group's value.

Indexes yielding a statistically significant difference between the two cohorts are grey shaded to assist in the reader's visual inspection of each table.

Formal statistical tests were carried out using either the chi-square test (for association between cross-tabulated factors) or the Student's T-test.

Some of the indicators considered in the analysis were derived from student records information supplied directly by the admissions and records offices of the Sending Institution. The remaining indicators were derived from the 1995, 1996 and 1997 Student Outcomes Survey responses. The 1997 survey instrument is included in Appendix 5.

Some indicators had to be recoded or otherwise modified in order for the cross-tabulation results to be valid (i.e., based on sufficient numbers to allow for formal statistical inference). Precise definitions for each indicator used in the analysis can be found in the Glossary (see Appendix 1).

The 1997 results are presented in the corpus. Tables for 1995, 1996 and 1997 as one group, and 1995 and 1996 individually are included in Appendix 4.

IDENTIFICATION OF THE DIFFERENCES

Realising that large amounts of numerical information are not easily assimilated, only selected comparisons that were felt to be of primary interest to the typical reader of this report have been included. In the tables that follow, an

indicator row is shaded if a statistically significant difference exists between the cohort pairing in question.

> "'Significant' in the statistical sense does not mean 'important'. It means simply 'not likely to happen by chance.'" [p.361][6]

When statistics are based on a sample, conclusions based on these numbers will occasionally be wrong. To avoid false conclusions that a significant difference is valid (false positive), employing a 95% confidence criterion is often sufficient. For this study, the stricter 99% confidence criterion was chosen.

A second reason for adopting this stricter standard arises from the large response rates (around three-fourths of the entire group) and subsequently larger samples that are now available for use in running these comparisons. With yearly sample sizes near 20,000 for the system, a very large proportion of the comparisons tested would be found to be "significant" using the 95% rule.

Source Data

Data for the study was derived from the B.C. Colleges and Institutes Student Outcomes Survey and associated student records information. The survey targeted former students one year after they exited their program of studies. A total of 81,852 former students were targeted to be surveyed for the 1995, 1996 and 1997 surveys (27,469, 23,993 and 30,390 students, respectively). Of these, 57,973 students responded to the survey over this three-year period. Response rates vary by survey, with the average "combined surveys" rate being 71% (Table 1).

It should be noted that the original composition of the Arts and Sciences student cohort for the three surveys differed slightly. The 1995 survey targeted all Arts and Sciences students that had earned at least 12 credits, while the 1996 and 1997 surveys targeted Arts and Sciences students earning at least 24 credits. In order to smooth the Arts and Sciences cohort definition to a consistent standard across all three years, only students that had completed 24 or more credits were included in the study.

No adjustment had to be employed for the Applied cohort because the cohort definition was identical over the data collection period. Specifically, for the three years that data were collected, completers were defined as students that had completed 75% to 100% of all program requirements for one year and two year vocational and career/technical programs.

Lastly, students from Basic Skills programs were excluded from this study on transfer because these programs are preparatory in nature and do not, as a rule, accumulate or transfer college credit.

The respondents included in this study are presented in Table 1. Also depicted are the distributions of Arts and Sciences and Applied student respondents by survey year, along with a "combined surveys" group.

Table 1 The B.C. Colleges and Institutes Former Students Survey: Population Included in This Study

		1995	1996	1997	1995, 1996 and 1997
Survey Target		27,469	23,993	30,390	81,852
Respondents		20,491	17,079	20,403	57,973
	Response Rate	75%	71%	67%	71%
Respondents Included	Applied	12,821	12,068	13,279	38,168
	Arts & Sciences with 24 Credits or More				
	Lower Division	5,494	4,685	5,047	15,226
	Upper Division	183	250	345	778
	Sub-Total	18,498	17,003	18,671	54,172
Respondents Excluded	Basic Skills	503	76	1,562	2,141
	Arts & Sciences with < 24 Credits	1,490	-	170	1,660

Frequencies Distribution of Transfer Questions Added

Table 2 displays the frequencies distribution of the new questions first asked in the 1997 survey. A total of 22 indicators were derived based on the new 1997 transfer questions Q15B, Q15C, Q15D, Q15E, Q15F, and Q15G. These indicators form the basis of the subsequent cohort pairing tests discussed throughout the remainder of the study. Overall observations from Table 2 include:

- In 1997, 3,924 Arts and Sciences students attended further studies, which accounted for 73% of all Arts and Sciences student respondents (**3,460** at a different institution and an additional 464 at the same institution but in a different program).

[6] David S. Moore, "The Basic Practice of Statistics" (Freeman, 1995)

- Of the **3,460** Arts and Sciences students that attended further studies at a different institution, 82% (2,842) tried to transfer credits.
- **444** of the 2,842 Arts and Sciences students who tried to transfer credits experienced problems (16%).
- On average, three transfer problems were cited by student respondents.
- The number of problems experienced was more pronounced for Applied students than for Arts and Sciences students. Of the nine problems listed in the survey, Applied students cited an average of 3.75 problems, compared to 3.25 problems cited by Arts and Sciences students.
- "All Courses Were Accepted" for a quarter of Arts and Sciences students experiencing transfer problems.
- Only 1% of Arts and Sciences students who experienced transfer problems stated none of their courses transferred.
- The most common problem cited by students with transfer problems was that "Some Courses Didn't Transfer" (nine of ten Applied students and eight of ten Arts and Sciences).
- Half that experienced transfer problems stated that the "Original Courses or Program Were Not Designed for Transfer" (61% of Applied students and 45% of Arts and Sciences).

Table 2 Frequencies Distribution of Transfer Questions Added in the 1997 Survey Instrument, by Program Type

	Indicators[1]			Applied Programs			Arts and Sci Programs		
				%[2]	N	D	%[2]	N	D
Of Respondents		Respondents	%	100%	13,279	13,279	100%	5,392	5,392
		In Arts Program, Lower Division	%				94%	5,047	5,392
		In Arts Program, Upper Division	%				6%	345	5,392
	Q10	Attended Further Studies at a Different Institution	%	24%	3,229	13,279	64%	3,460	5,392
		Attended Further Studies at a the Same Institution	%	5%	638	13,279	9%	464	5,392
	Q9E	Currently Studying	%	16%	2,185	13,279	54%	2,893	5,392
Of Attended Studies at a Different Institution	Q15	Tried to Transfer Credits	%	48%	1,539	3,229	82%	2,842	3,460
Of Tried to Transfer (Q15)	Q15A	Experienced Transfer Problems	%	18%	280	1,539	16%	444	2,842
Of Experienced Transfer Problems (Q15A)[3]	Q15B 1	All Courses Were Accepted	%	11%	29	255	25%	105	420
	Q15B 2	1 or 2 Courses Were Not Accepted	%	28%	72	255	38%	160	420
	Q15B 3	3 to 5 Courses Were Not Accepted	%	28%	71	255	26%	109	420
	Q15B 4	6 or More Courses Were Not Accepted	%	21%	54	255	10%	42	420
	Q15B 5	None of the Courses Were Transferred	%	11%	29	255	1%	4	420
	Q15C 1	Some Courses Didn't Transfer	%	92%	255	278	83%	364	439
	Q15C 2	Delay or Other Difficulty in Submitting Transcripts	%	19%	54	278	18%	77	439
	Q15C 3	Getting an Assessment of Transfer Took a Long Time to Complete	%	33%	91	273	26%	111	429
	Q15C 4	Original Courses or Program Were Not Designed for Transfer	%	61%	161	265	45%	187	419
	Q15C 5	Had Completed More Credits Than Was Allowed to Transfer	%	36%	96	265	30%	132	436
	Q15C 6	Didn't Know or Understand Transfer Requirements	%	32%	85	263	31%	131	429
	Q15C 7	Received Unassigned Credit When Expected Specific Credit	%	38%	97	256	47%	194	416
	Q15C 8	Had to Repeat One or More Courses that Were Already Passed	%	46%	128	276	32%	140	435
	Q15C 9	Other Problems	%	31%	86	280	24%	105	444
	Q15C	Number of Transfer Problems Experienced	Average	3.76	280	280	3.25	444	444
	Q15D	Extent to Which Transfer Was a Problem	Scale 5-1	3.45	278	278	3.25	443	443
	Q15E 1	Poor or Insufficient ADVICE from OLD Institution	%	33%	91	274	41%	177	432
	Q15E 2	Slow or Inadequate SERVICE from OLD (Sending) Institution	%	19%	54	278	21%	93	437
	Q15E 3	Poor or Insufficient ADVICE from NEW Institution	%	48%	134	279	32%	140	437
	Q15E 4	Slow or Inadequate SERVICE from NEW (Receiving) Institution	%	34%	94	275	25%	109	440
	Q15F	Attempted to Transfer Credential (or All Courses) as One Whole Block	%	74%	203	275	80%	339	426
Of Transfer Block (Q15F)	Q15G	Received All the Credits Expected For Block Transfer	%	31%	60	196	42%	141	337

Notes:

1 The exact labeling of the questions used to derive each indicator can be found in the Glossary (see Appendix 1).

2 Percentages are computed as column N value (for numerator) divided by column D value (for denominator) for each indicator or question. Percentages depict the proportion of students that answered the specific question for the cohort group specified.

3 For questions Q15C and Q15E, students could mark all cases that applied.

- Half of the Arts and Sciences students (47%) that experienced transfer problems said that they "Received Unassigned Credit When They Expected Specific Credit" in contrast with only 38% of the Applied students that experienced transfer problems.
- One third of the Arts and Sciences students (32%) that experienced transfer problems "Had to Repeat One or More Courses that Were Already Passed" in contrast to 46% of the Applied students that experienced problems.
- Three out of four students with transfer problems attempted to transfer their original credential, or all their credits, as one whole block of credits.
- Two thirds of the students attempting to transfer their original credential, or all their credits, as one whole block of credits did not receive all the credits expected for this block transfer.
- Only one out of three students experiencing transfer problems said that they "Didn't Know or Understand the Transfer Requirements".

Persistence and Transfer Flows in the Post-Secondary Education System

PERSISTENCE

Among the combined pool of respondents from the 1995, 1996 and 1997 surveys, 18,671 chose to continue their studies (Table 3). The proportion of 1997 Arts and Sciences students continuing their studies (at the same or a different institution) was 73%. Nearly one out of four Applied students (over 3,000 students every year) also chose to persist.

Table 3 presents the number of students who responded to the 1995, 1996 and 1997 surveys by the type of institution chosen for further studies. Notably, the Receiving Institution most often selected by Arts and Sciences students in 1997 was a B.C. university (43%) in contrast to only 4% continuing at a different University College. Only a small proportion of 1997 Arts and Sciences students attended a university outside the province (3%).

Table 3 Further Studies Destinations –
A Comparison Between Arts and Sciences and Applied Students: 1995, 1996, 1997 Survey Cohorts

		Arts & Sci Programs			Applied Programs			All Programs		
		1995	1996	1997	1995	1996	1997	1995	1996	1997
Did Not Continue Studies	N	1,600	1,150	1,468	9,673	8,744	9,412	11,273	9,894	10,880
	%	28%	23%	27%	75%	72%	71%	61%	58%	58%
Did not Answer the Question	N	10	0	0	14	0	0	24	0	0
	%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Continued Studies										
At the Same B.C. Institution	N	107	156	464	285	396	638	392	552	1,102
	%	2%	3%	9%	2%	3%	5%	2%	3%	6%
At a B.C. University	N	2,689	2,490	2,334	853	773	1,000	3,542	3,263	3,334
	%	47%	50%	43%	7%	6%	8%	19%	19%	18%
At a Non-B.C. University	N	52	193	169	24	104	124	76	297	293
	%	1%	4%	3%	0%	1%	1%	0%	2%	2%
At a Different B.C. University College	N	266	236	240	340	286	372	606	522	612
	%	5%	5%	4%	3%	2%	3%	3%	3%	3%
At a Different B.C. Technical/Institute	N	279	233	241	530	460	448	809	693	689
	%	5%	5%	4%	4%	4%	3%	4%	4%	4%
At a Different B.C. Urban College	N	175	136	130	207	185	205	382	321	335
	%	3%	3%	2%	2%	2%	2%	2%	2%	2%
At a Different B.C. Rural College	N	26	40	45	83	121	91	109	161	136
	%	0%	1%	1%	1%	1%	1%	1%	1%	1%
At Another Institution	N	472	291	292	806	967	948	1,278	1,258	1,240
	%	8%	6%	5%	6%	8%	7%	7%	7%	7%
Did not Answer the Question	N	1	10	9	6	32	41	7	42	50
	%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Sub-Total "at a Different Institution"	N	3,960	3,629	3,460	2,849	2,928	3,229	6,809	6,557	6,689
	%	70%	74%	64%	22%	24%	24%	37%	39%	36%
Total Continued Studies	N	4,067	3,785	3,924	3,134	3,324	3,867	7,201	7,109	7,791
	%	72%	77%	73%	24%	28%	29%	39%	42%	42%
Grand Total	N	5,677	4,935	5,392	12,821	12,068	13,279	18,498	17,003	18,671
	%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Note:
The "Another Institution" cohort includes, for example: Academy of Learning, Canadian Securities Institute, Certified General Accountants Assoc. of B.C., Compu College School of Business, International School of Correspondence, and Southern Alberta Inst. of Technology.

The Arts and Sciences Lower Division Attending Further Studies Students vs. Not Attending

A closer look at the persistence of the 1997 lower division students from the Arts and Sciences programs was merited.

From Table 2, 94% of the Arts and Sciences cohort consisted of lower division students. Of these 5,047 lower division students, 3,339 (66%) attended further studies at a different institution, 427 (9%) attended further studies at the same institution, and 1,281 (25%) did not attend further studies. The cohort of 3,339 students that attended further studies was compared with the cohort of 1,281 students that did not attend further studies. The detailed results of this comparison can be found in Table 5 for 1997 respondents, and in Appendix 4 for the combined 3 year group, and the individual 1996 and 1995 groups.

Some of the statistically significant differences between the lower division Arts and Sciences students that attended further studies at a different institution (referred to as "students that attended" in the following discussion) and the lower division Arts and Sciences students that did not attend further studies (referred to as "did not attend" students in the following discussion) follow:

- Lower division Arts and Sciences students that attended further studies at a different institution were 3 years younger than those that did not continue their studies (Table 5).
- More lower division Arts and Sciences students that did not attend further studies originally enrolled for job skills reasons (e.g., improve existing job skills, learn new job skills) (34% compared to 19% for students who persisted) (Table 5).
- More than half of the lower division Arts and Sciences students that did not attend further studies exited from a University College (56% compared to 42% for students who persisted) (Table 5).
- Nearly half of the students who continued their studies exited from Urban Colleges (47%). In contrast, just a third of the students who did not continue their studies exited from Urban Colleges (33%) (Table 5).
- Students that did not attend further studies earned lower GPAs, on average, than did students that persisted (Table 5).
- No difference existed between the two cohorts in relation to the number of credits earned as reported from official transcript records; both had earned an average of 50 credits (Table 5).
- To a greater degree, students that did not attend further studies indicated that their original program workload was heavy (Table 5).
- 80% of the students who did not attend further studies were employed one year after leaving their studies, compared to 64% of the students that attended (Table 5).

The above 1997 survey results for the lower division Arts and Sciences students remain relatively constant when looking across all three years of data or when looking at the three year combined survey cohort (see Appendix 4 Tables 5.1, 5.2 and 5.3).

TRANSFER FLOWS

In Figure 1, the transfer flow distributions of Applied students and Arts and Sciences students are presented by receiving institution. Key observations are:

- The 1997 survey respondent cohort that attended further studies at a different institution was comprised of almost equal numbers of Applied students and Arts and Sciences students (48% and 52% respectively)
- Half of all students that attended further studies at a different institution went to a B.C. University (50%).

Figure 1 1997 Transfer Flow Distributions by Receiving Institution

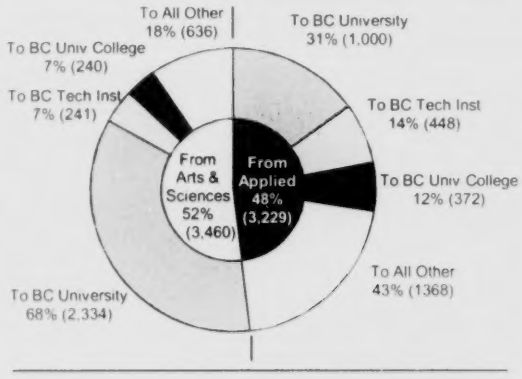

Table 4 provides a summary of 1997 transfer flows by programs type, type of Sending institution and type of Receiving institution. Results include:

- The most prevalent destination for Applied students from Urban Colleges and University Colleges was a B.C. University (47% and 34% respectively).

- For Applied students from Rural Colleges and Technical Institutes, the most prevalent destination was Other Institution (41% and 38% respectively).
- The most prevalent destination for Arts and Sciences students from any Sending institution was a B.C. University (77% of Urban College students, 60% of University College students, and 59% of Rural College students went to a B.C. University).

Table 4 1997 Transfer Flows Between Different Institutions by Program Type, Type of Sending Institution and Type of Receiving Institution

		Applied Students					Arts and Sciences Students				
		Sending Institution					Sending Institution				
Receiving Institution		Rural College	Urban College	Technical/ Institute	University College	All	Rural College	Urban College	Technical/ Institute	University College	All
B.C. Rural College	N	59	7	1	24	91	14	3	-	28	45
	%	17%	1%	0%	2%	3%	4%	0%	0%	2%	1%
B.C. University College	N	42	69	72	189	372	45	58	1	136	240
	%	12%	7%	10%	16%	12%	12%	4%	13%	9%	7%
B.C. Technical/Institute	N	32	115	147	154	448	17	108	1	115	241
	%	9%	12%	19%	13%	14%	5%	7%	13%	8%	7%
B.C. Urban College	N	2	58	95	50	205	10	38	1	81	130
	%	1%	6%	13%	4%	6%	3%	2%	13%	5%	4%
B.C. University	N	48	434	125	393	1,000	216	1,208	3	907	2,334
	%	14%	47%	17%	34%	31%	59%	77%	38%	60%	68%
Other University	N	24	28	32	40	124	30	53	1	85	169
	%	7%	3%	4%	3%	4%	8%	3%	13%	6%	5%
Other Institution	N	141	210	284	313	948	33	95	1	163	292
	%	41%	23%	38%	27%	30%	9%	6%	13%	11%	8%
Total	N	348	921	756	1,163	3,188	365	1,563	8	1,515	3,451
	%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
No Answer	N	9	14	13	5	41	2	2	-	5	9
Grand Total Attended Further Studies	N	357	935	769	1,168	3,229	367	1,565	8	1,520	3,460

Note:

Examples of 'Other Institution' are: Academy of Learning, Canadian Securities Institute, Certified General Accountants Association of B.C., Compu College School of Business, International School of Correspondence, Southern Alberta Institute of Technology.

Figure 2 and Figure 3 depict the transfer flows between detailed breakouts of Sending and Receiving institution type for the Arts and Sciences and the Applied student cohorts, respectively. These two graphs help illustrate both the differences and similarities between the two cohorts in terms of like Receiving institution, as well as like Sending institution.

Figure 2 1997 Arts and Sciences Student Transfer Flows Between Type of Sending Institution and Type of Receiving Institution

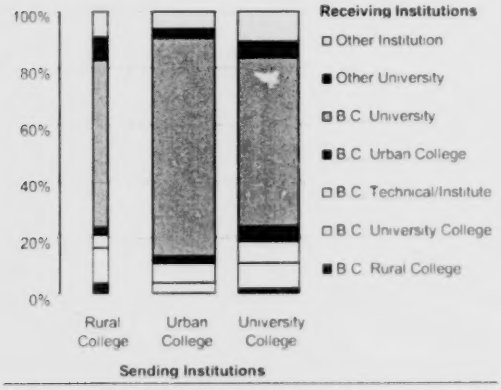

Figure 3 1997 Applied Student Transfer Flows Between Type of Sending Institution and Type of Receiving Institution

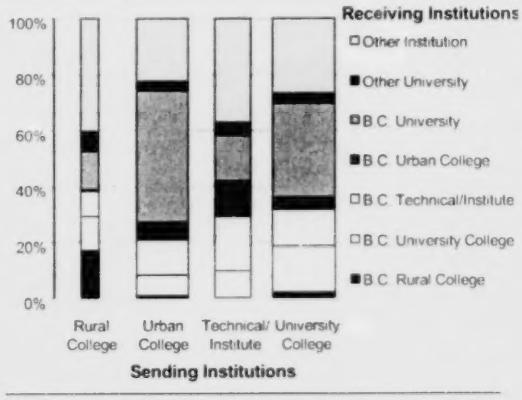

Table 5: 1997 Students from Arts and Sciences Lower Division Programs - Students Who Attended Further Studies vs Students Who Did Not Attend Further Studies

		INDICATOR[1,2]		VALUES				INDEX[3]
				A&S Low Div Programs, Attended		A&S Low Div Programs, Did Not Attend		
				Value	N	Value	N	
Survey Year		1995 Survey	%	0%	0	0%	0	n/a
		1996 Survey	%	0%	0	0%	0	n/a
		1997 Survey	%	100%	3,339	100%	1,281	1.00
Program of Studies		In Applied Programs	%	0%	0	0%	0	n/a
		In Applied Program, 0-6 Months	%	0%	0	0%	0	n/a
		In Applied Program, 7-12 Months	%	0%	0	0%	0	n/a
		In Applied Program, 13-36 Months	%	0%	0	0%	0	n/a
		In Applied Program, Upper Division	%	0%	0	0%	0	n/a
		In Arts and Sciences Programs	%	100%	3,339	100%	1,281	1.00
		In Arts Program, Lower Division	%	100%	3,339	100%	1,281	n/a
		In Arts Program, Upper Division	%	0%	0	0%	0	n/a
	Aggregation of CIP Coded Programs	Arts and Sciences	%	100%	3,339	100%	1,281	1.00
		Business and Management	%	0%	0	0%	0	n/a
		Construction, Mechanical and Transportation	%	0%	0	0%	0	n/a
		Education and Library Science	%	0%	0	0%	0	n/a
		Engineering, Electronics, Computer Tech and Natural Resources	%	0%	0	0%	0	n/a
		Legal, Social, Home Economics, Hospitality and Service	%	0%	0	0%	0	n/a
		Nursing and Health	%	0%	0	0%	0	n/a
		Visual, Fine Arts and Communications	%	0%	0	0%	0	n/a
Attributes of Survey Respondents	Demographics	Female	%	58%	1,947	62%	790	0.94
		Age at Time of Survey (Years)	Average	**24.78**	**3,335**	**27.63**	**1,276**	**0.90**
		Age <21	%	**19%**	**645**	**13%**	**164**	**1.50**
		Age <23, >=21	%	**36%**	**1,210**	**26%**	**335**	**1.38**
		Age <25, >=23	%	17%	557	17%	217	0.98
		Age >=25	%	**28%**	**923**	**44%**	**560**	**0.63**
		Disabled	%	0%	0	0%	0	n/a
		Visible Minority	%	3%	90	6%	71	n/a
		Aboriginal Only	%	3%	90	6%	71	n/a
	Prev Educ	**Previously Completed High School**	%	**96%**	**3,209**	**94%**	**1,202**	**1.02**
		Previously Completed Certificate or Diploma	%	**6%**	**206**	**12%**	**152**	**0.52**
		Previously Completed Degree (University)	%	1%	28	2%	22	n/a
		Previously Completed Certificate, Diploma or Degree	%	**7%**	**228**	**13%**	**171**	**0.51**
	Prev Work	**Had Current Job Before/During Studies**	%	**28%**	**944**	**36%**	**455**	**0.80**
		Related Work Experience Before/During	%	**16%**	**546**	**21%**	**273**	**0.77**
Reason for Enrolling / Leaving		Completed Requirements for Program Credential	%	24%	780	26%	324	0.93
		In a Cooperative Education Program (Student's Declaration Only)	%	2%	80	4%	55	n/a
		In a Cooperative Education Program (Student & MoEST Declaration)	%	0%	7 [4]	0%	1 [4]	n/a
	Main Reason Enrolling	**Job Skills**	%	**19%**	**609**	**34%**	**429**	**0.55**
		Degree Attainment	%	**46%**	**1,525**	**35%**	**445**	**1.32**
		Degree Attainment and Job Skills	%	8%	262	9%	112	0.90
		Other Reason	%	**27%**	**890**	**22%**	**282**	**1.22**
	Main Reason Leaving	**Completed All the Credits I Could**	%	**29%**	**965**	**25%**	**319**	**1.16**
		Changed Mind about Program/Job Goal	%	**8%**	**277**	**22%**	**274**	**0.39**
		Transferred to/Qualified for Admission	%	**64%**	**2,130**	**9%**	**120**	**6.78**
		Disappointed With Program	%	3%	108	5%	61	0.68
		Disappointed With Own Performance	%	1%	28	3%	35	n/a
		Got a Job	%	2%	70	16%	202	n/a
		Job Situation Changed	%	0%	15	2%	21	n/a
		Convenience (e.g. Transportation, Scheduling)	%	3%	98	3%	35	n/a
		Personal Circumstances	%	**4%**	**149**	**27%**	**342**	**0.17**
		Reasons for Leaving, Other	%	11%	351	10%	133	1.01
Overall Satisfaction		**Main Reason for Enrolling Met**	Scale 4-1	**3.24**	**3,295**	**2.73**	**1,257**	**1.19**
		Overall Satisfaction with Studies	Scale 4-1	**3.24**	**3,334**	**3.03**	**1,275**	**1.07**
		Total Number of Respondents			**3,339**		**1,281**	

Notes:

[1] The shading of an indicator means that the values have a statistical significance. This means that there is a high level of confidence that the two groups are different.

[2] For scale indicators, a higher value indicates a more favourable rating. For example, for Scale 3-1, a value of "2.91" is more favourable, or positive, than a value of "2.11".

[3] The "Index" value for each indicator is the value of one cohort group divided by the value of the other group. A value of "1.00" means that the two groups are equivalent. Indicator index values that are greater than "1.00" result when the left cohort group's value is greater than the right cohort group's value. Please note that all calculations use non-rounded cell numbers; rounding occurs only in the presentation of figures.

[4] Relatively small sample size, interpret result with caution.

n/a Not applicable or any value smaller than 3%.

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Table 5: 1997 Students from Arts and Sciences Lower Division Programs - Students Who Attended Further Studies vs Students Who Did Not Attend Further Studies

		INDICATOR[1,2]		VALUES				INDEX[3]
				A&S Low Div Programs, Attended		A&S Low Div Programs, Did Not Attend		
				Value	N	Value	N	
Further Studies	Of Resp	Attended Further Studies at a Different Institution	%	100%	3,339	0%	0	n/a
		Currently Studying	%	84%	2,814	0%	0	n/a
Sending Institutions	Of Respondents	From Technical/Institute (Sending)	%	0%	8 [4]	1%	7 [4]	n/a
		From University College (Sending)	**%**	**42%**	**1,399**	**56%**	**712**	**0.75**
		From Urban College (Sending)	**%**	**47%**	**1,565**	**33%**	**427**	**1.41**
		From Rural College (Sending)	%	11%	367	11%	135	1.04
		From Another Institution (Sending)	%	0%	0	0%	0	n/a
		GPA	Average	**2.85**	**3,327**	**2.65**	**1,268**	**1.08**
		GPA <=2.4	**%**	**12%**	**399**	**27%**	**348**	**0.44**
		GPA >2.4, <=2.7	%	26%	860	27%	342	0.96
		GPA >2.7, <=3.1	**%**	**34%**	**1,140**	**25%**	**316**	**1.37**
		GPA >3.1	**%**	**28%**	**928**	**21%**	**262**	**1.35**
		Credits	Average	49.57	3,338	50.46	1,280	0.98
		Credits <=24	**%**	**6%**	**185**	**8%**	**100**	**0.71**
		Credits >24, <=36	%	28%	921	30%	386	0.91
		Credits >36, <=60	**%**	**44%**	**1,479**	**36%**	**467**	**1.21**
		Credits >60	%	23%	753	26%	327	0.88
Receiving Institutions	Of Respondents Who Attended Further Studies	Tried to Transfer	%	84%	2,787	n/a	n/a	n/a
		To BC Technical/Institute (Receiving)	%	7%	235	n/a	n/a	n/a
		To BC University College (Receiving)	%	7%	226	n/a	n/a	n/a
		To BC Urban College (Receiving)	%	4%	128	n/a	n/a	n/a
		To BC Rural College (Receiving)	%	1%	41	n/a	n/a	n/a
		To BC University (Receiving)	%	68%	2,264	n/a	n/a	n/a
		To Out or BC University (Receiving)	%	5%	163	n/a	n/a	n/a
		To Another Institution (Receiving)	%	8%	273	n/a	n/a	n/a
Continuing Education Outcomes	Of Tried Transf	Experienced Transfer Problems	%	16%	434	n/a	n/a	n/a
	Of Had Transfer Problem	All Courses Were Accepted	%	25%	103	n/a	n/a	n/a
		1 or 2 Courses Were Not Accepted	%	38%	157	n/a	n/a	n/a
		3 to 5 Courses Were Not Accepted	%	26%	107	n/a	n/a	n/a
		6 or More Courses Were Not Accepted	%	10%	40	n/a	n/a	n/a
		None of the Courses Were Transferred	%	1%	4 [4]	n/a	n/a	n/a
		Some Courses Didn't Transfer	%	83%	356	n/a	n/a	n/a
		Delay or Other Difficulty in Submitting Transcripts	%	17%	73	n/a	n/a	n/a
		Getting an Assessment of TransferTook a Long Time to Complete	%	26%	107	n/a	n/a	n/a
		Original Courses or Program Were Not Designed for Transfer	%	45%	183	n/a	n/a	n/a
		Had Completed More Credits than Was Allowed to Transfer	%	29%	125	n/a	n/a	n/a
		Didn't Know or Understand Transfer Requirements	%	30%	127	n/a	n/a	n/a
		Received Unassigned Credit When Expected Specific Credit	%	47%	190	n/a	n/a	n/a
		Had to Repeat One or More Courses that Were Already Passed	%	32%	138	n/a	n/a	n/a
		Other Problems	%	24%	103	n/a	n/a	n/a
		Number of Transfer Problems Experienced	Average	3.23	434	n/a	n/a	n/a
		Extent to Which Transfer Was a Problem	Scale 5-1	3.26	433	n/a	n/a	n/a
		Poor or Insufficient ADVICE from OLD Institution	%	41%	172	n/a	n/a	n/a
		Slow or Inadequate SERVICE from OLD (Sending) Institution	%	21%	90	n/a	n/a	n/a
		Poor or Insufficient ADVICE from NEW Institution	%	32%	137	n/a	n/a	n/a
		Slow or Inadequate SERVICE from NEW (Receiving) Institution	%	25%	106	n/a	n/a	n/a
		Attempted to Transfer Credential (or All Courses) as One Whole Block	%	80%	331	n/a	n/a	n/a
	Of Transfer Block	Received All the Credits Expected For Block Transfer	%	41%	136	n/a	n/a	n/a
	Of Continued Studies	Relation Between Past and Further Studies	Scale 4-1	3.25	3,323	n/a	n/a	n/a
		Extent to Which Prepared for Further Study	Scale 4-1	3.39	3,256	n/a	n/a	n/a
		Total Number of Respondents			**3,339**		**1,281**	

Notes:

[1] The shading of an indicator means that the values have a statistical significance. This means that there is a high level of confidence that the two groups are different.

[2] For scale indicators, a higher value indicates a more favourable rating. For example, for Scale 3-1, a value of "2.91" is more favourable, or positive, than a value of "2.11".

[3] The "Index" value for each indicator is the value of one cohort group divided by the value of the other group. A value of "1.00" means that the two groups are equivalent. Indicator index values that are greater than "1.00" result when the left cohort group's value is greater than the right cohort group's value. Please note that all calculations use non-rounded cell numbers; rounding occurs only in the presentation of figures.

[4] Relatively small sample size, interpret result with caution.

n/a Not applicable or any value smaller than 3%

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Table 5: 1997 Students from Arts and Sciences Lower Division Programs - Students Who Attended Further Studies vs Students Who Did Not Attend Further Studies

		INDICATOR[1,2]		VALUES				INDEX[3]
				A&S Low Div Programs, Attended		A&S Low Div Programs, Did Not Attend		
				Value	N	Value	N	
Skill Development	Satisfaction Level	Written Communication	Scale 3-1	2.49	3,120	2.54	1,167	0.98
		Oral Communication	Scale 3-1	2.34	2,789	2.41	1,074	0.97
		Teamwork	Scale 3-1	n/a	0	n/a	0	n/a
		Interpersonal Skills	Scale 3-1	2.47	3,043	2.50	1,134	0.99
		Analysis / Problem Solving	Scale 3-1	2.50	3,225	2.54	1,217	0.98
		Mathematics	Scale 3-1	2.37	1,993	2.29	708	1.04
		Use of Computers	Scale 3-1	2.07	1,730	2.13	671	0.97
		Use of Tools & Equipment	Scale 3-1	2.22	1,474	2.26	593	0.98
		Skills for Independent Learning	Scale 3-1	2.42	3,106	2.40	1,185	1.01
College Experience	Satisfaction Level	Quality of Teaching	Scale 3-1	2.71	3,335	2.63	1,276	1.03
		Organization of Program	Scale 3-1	2.60	3,292	2.52	1,268	1.03
		Practical Experience	Scale 3-1	2.06	2,554	2.09	984	0.99
		Textbooks & Learning Materials	Scale 3-1	2.46	3,330	2.41	1,273	1.02
		Library Materials	**Scale 3-1**	**2.23**	**3,236**	**2.34**	**1,246**	**0.95**
		Availability of Instructors Outside Class	Scale 3-1	2.70	3,228	2.59	1,229	1.04
		Computer Hardware and Software	Scale 3-1	2.20	2,167	2.25	795	0.98
		Equipment Other Than Computers	Scale 3-1	2.28	1,940	2.33	743	0.98
		Study Facilities on Campus	Scale 3-1	2.34	3,211	2.38	1,211	0.98
		Program and Career Counseling	Scale 3-1	2.24	2,592	2.23	1,002	1.00
		Places on Campus for Socializing	Scale 3-1	2.20	3,125	2.29	1,169	0.96
		Frequency of Activities with Other Students	Scale 4-1	2.95	3,331	2.87	1,279	1.03
		Program Work Load (5=Heavy)	**Scale 5-1**	**3.22**	**3,324**	**3.45**	**1,272**	**0.93**
Employment Outcomes:	Of Resp	**In the Labour Force (Have/Looking for Job)**	**%**	**73%**	**2,427**	**89%**	**1,141**	**0.82**
		Employed	**%**	**64%**	**2,122**	**80%**	**1,025**	**0.79**
	Of Those in the Labour Force	**In a Permanent Job (Got It After Studies**	**%**	**21%**	**506**	**32%**	**369**	**0.64**
		Employed in a Non Training-Related Job	%	67%	1,618	64%	726	1.05
		Employed in a Training-Related Job	**%**	**21%**	**500**	**26%**	**298**	**0.79**
		Employed Full-Time (30 hrs or more weekly)	**%**	**56%**	**1,368**	**74%**	**850**	**0.76**
		Employed Full-Time, Training-Relatec	**%**	**15%**	**366**	**22%**	**248**	**0.69**
		Employed Full-Time, non Training-Relatec	**%**	**41%**	**1,002**	**53%**	**602**	**0.78**
		Employed Part-Time	**%**	**31%**	**754**	**15%**	**175**	**2.03**
		Unemployed	%	13%	305	10%	116	1.24
	Of Empl FT	Gross Monthly Salary ($)	Average	$ 1,950	914	$ 1,950	597	0.99
		Gross Monthly Salary of Train-Rel Job ($)	Average	$ 2,250	250	$ 2,300	171	0.98
		Gross Monthly Salary of Non Train-Rel Job ($)	Average	$ 1,850	662	$ 1,850	425	1.00
Relation of Studies to Empl Outcomes	Of Very/ Somewhat Rel Job	Extent to Which Work is as Expectec	Scale 3-1	2.15	482	2.13	280	1.01
		How Job Ready	**Scale 4-1**	**3.05**	**324**	**3.34**	**178**	**0.91**
	Of Employed	Usefulness of Training in Getting Job	Scale 4-1	2.15	1,161	2.16	568	1.00
		Usefulness of Training in Performing Job	**Scale 4-1**	**2.15**	**2,098**	**2.31**	**1,021**	**0.93**
		Total Number of Respondents			**3,339**		**1,281**	

Notes

[1] The shading of an indicator means that the values have a statistical significance. This means that there is a high level of confidence that the two groups are different.

[2] For scale indicators, a higher value indicates a more favourable rating. For example, for Scale 3-1, a value of "2.91" is more favourable, or positive, than a value of "2.11"

[3] The "Index" value for each indicator is the value of one cohort group divided by the value of the other group. A value of "1.00" means that the two groups are equivalent. Indicator index values that are greater than "1.00" result when the left cohort group's value is greater than the right cohort group's value. Please note that all calculations use non-rounded cell numbers; rounding occurs only in the presentation of figures.

[4] Relatively small sample size, interpret result with caution.

n/a Not applicable or any value smaller than 3%.

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Incidence of Transfer Requests and Associated Problems

TRANSFER REQUESTS

In the preceding section, the transfer flows of 6,689 student respondents in the 1997 survey who attended further studies at a different institution, were described in some detail. Both Sending and Receiving institution destinations were assessed in relation to the extent either Applied or Arts and Sciences students participated in each flow pattern. The next step is to look at what can be learned by taking a closer look at this group of student respondents by breaking it into one cohort comprised of those that tried to transfer credits, and another cohort comprised of those that did not try to transfer credits.

Regarding Table 6, the "Tried to Transfer" cohort was comprised of the two out of three 1997 survey student respondents who attended further studies at a different institution that tried to transfer at least some previously earned credits (4,381 students out of 6,689). The "Did Not Try" to transfer cohort was comprised of those not attempting to transfer any credits, even though they continued their studies (2,281 students out of 6,689). Some 27 students from the original group of 6,689 students failed to indicate whether or not they transferred credits, and were dropped from further inclusion.

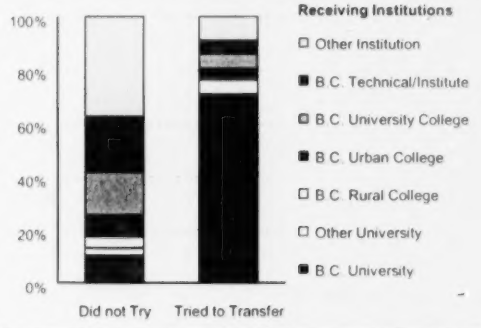
Table 6 ties to the previous section by displaying the destinations of students who continued their studies, and either tried to transfer credits or did not try to transfer credits, by Receiving institution type.

Table 6 1997 Students Attending Further Studies: Destination of Students that Tried to Transfer vs. Those That Did Not Try

	Did not Try	Tried to Transfer	No Answer	Total
B.C. University	235	3,092	7	3,334
Other University	60	233		293
B.C. Rural College	93	41	2	136
B.C. Urban College	188	145	2	335
B.C. University College	356	251	5	612
B.C. Technical/Institute	467	215	7	689
Other Institution	845	392	3	1,240
No Answer	37	12	1	50
Total	2,281	4,381	27	6,689

Figure 5 further illustrates the differences between students that tried to transfer and those that did not try, by Receiving institution type. The number one destination for students that tried to transfer was a B.C. University. For students that did not try to transfer credits, however, Other Institution (comprised of independent institutions) was the destination of first choice. In fact, very little similarity existed between the behaviour of the two cohorts regarding any Receiving institution category.

Figure 4 1997 Students Attending Further Studies: Destination of Students that Tried to Transfer vs. Those That Did Not Try



Note:
Examples of 'Other Institution' are: Academy of Learning and Certified General Accountants Association of B.C.

Tried to Transfer Credits vs. Did Not Try When Attending Further Studies at a Different Institution

A final drill down into the cohort of student respondents in the 1997 survey who attended further studies at a different institution, is accomplished by bifurcating the "Tried to Transfer" and "Did Not Try" to transfer credit cohorts by program type; namely by an Applied student cohort and an Arts and Sciences student cohort. Once done, the behaviour regarding the attempt to transfer credits is seen to be very different between the Applied and the Arts and Sciences cohorts. As shown in Table 7, eight of ten Arts and Sciences students tried to transfer, while only five of ten Applied students did likewise.

Table 7 1997 Students Attending Further Studies: Students that Tried to Transfer vs. Those That Did Not Try by Program Type

	Did not Try	Tried to Transfer	No Answer	Total
Arts And Sciences	612	2,842	6	3,460
Applied	1,669	1,539	21	3,229
Total	2,281	4,381	27	6,689

To summarise, within the population of students attending further studies at a different institution, the students that tried to transfer were compared to those that did not try. The comparisons crafted were done by the two program types (Applied; and Arts and Sciences) for the following years of data observed: 1997, 1996; 1995, and the three years grouped together.

Table 8 and Table 9 present the results of the comparisons for the 1997 Applied student cohort and the 1997 Arts and Sciences cohort, respectively. The results for the 1996 and 1995 survey years for both cohorts are included in Appendix 4. From the 1997 tables, the following statistically significant differences were observed:

- For the cohort of Applied students continuing their studies, those that tried to transfer credits were significantly younger than those that did not try to transfer credits (Table 8). This pattern was mirrored for the Arts and Sciences student cohort (Table 9). The gap in age was more pronounced for Applied students than for the Arts and Sciences students (greater than 3.5 years and less than 1.9 years respectively).
- A greater proportion of Arts and Sciences students who continued their studies and transferred credits, went to a B.C. University (79%), than did those that continued their studies and didn't transfer credits (14%) (Table 9). Although the incidence level was somewhat lower, this B.C. University attendance pattern was repeated for the Applied student cohort (55% of those that transferred credits went to a BC University versus 9% that did not transfer credits) (Table 8).
- A greater proportion of Arts and Sciences students who continued their studies and did not transfer credits, went to either an independent institution, a B.C. Technical Institute, or a B.C. University College (31%, 23%, and 19% respectively), than did those that continued their studies and transferred credits (4% to each Receiving institution type) (Table 9). Once again, this destination pattern was repeated for the Applied student cohort (40% versus 19% to independent institutions, 20% versus 7% to B.C. Technical Institutes, and 15% versus 8% to B.C. University Colleges) (Table 8).
- Regardless of whether a student was from the Applied or the Arts and Sciences cohorts, a significantly greater proportion of students that did not try to transfer credits cited that they originally enrolled in their Sending institution program to get job skills than did students that transferred credits. In this case, however, the magnitudes were markedly different (31% vs. 16% for Arts and Sciences programs, 65% vs. 44% for Applied) (Table 8 and Table 9).

Figure 5 and Figure 6 summarise the GPA distribution differences between attending further studies students that tried to transfer credits and those that did not, for Arts and Sciences and Applied student cohorts, respectively (Table 8 and Table 9).

Figure 5 1997 GPA Distribution of Attending Further Studies Arts and Sciences Students that Tried to Transfer Credits

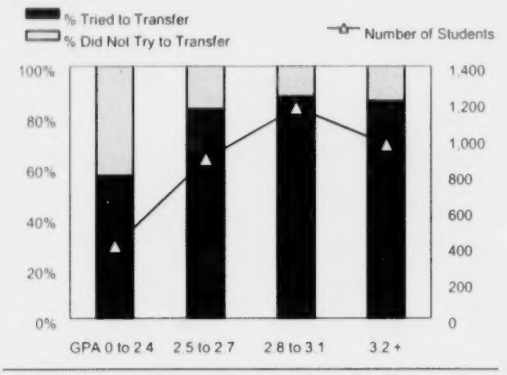


Figure 6 1997 GPA Distribution of Attending Further Studies Applied Students that Tried to Transfer Credits

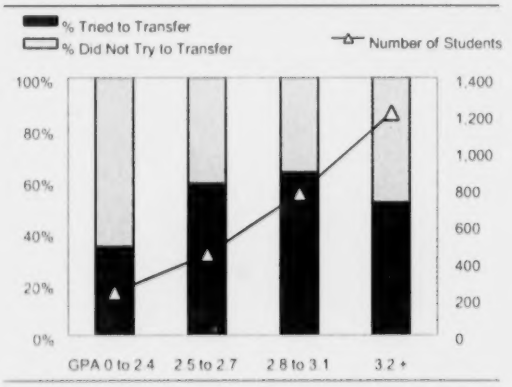


Table 3: 1997 Students Attending Further Studies from Applied Programs - Students That Tried to Transfer vs Those That Did Not Try

	INDICATOR[1,2]		VALUES				INDEX[3]
			Applied Programs, Tried Transfer		Applied Programs, Didn't Try		
			Value	N	Value	N	
Survey Year	1995 Survey	%	0%	0	0%	0	n/a
	1996 Survey	%	0%	0	0%	0	n/a
	1997 Survey	%	100%	1,539	100%	1,669	1.00
Program of Studies	In Applied Programs	%	100%	1,539	100%	1,669	n/a
	In Applied Program, 0-6 Months	%	3%	46	14%	232	n/a
	In Applied Program, 7-12 Months	%	**17%**	**260**	**37%**	**620**	**0.45**
	In Applied Program, 13-36 Months	%	**76%**	**1,173**	**43%**	**712**	**1.79**
	In Applied Program, Upper Division	%	**4%**	**57**	**6%**	**104**	**0.59**
	In Arts and Sciences Programs	%	0%	0	0%	0	n/a
	In Arts Program, Lower Division	%	0%	0	0%	0	n/a
	In Arts Program, Upper Division	%	0%	0	0%	0	n/a
Aggregation of CIP Coded Programs	Arts and Sciences	%	0%	0	0%	0	n/a
	Business and Management	%	**41%**	**630**	**25%**	**418**	**1.63**
	Construction, Mechanical and Transportation	%	**3%**	**49**	**19%**	**318**	**0.17**
	Education and Library Science	%	**6%**	**97**	**4%**	**66**	**1.59**
	Engineering, Electronics, Computer Tech and Natural Resources	%	13%	204	15%	252	0.88
	Legal, Social, Home Economics, Hospitality and Service	%	16%	251	14%	233	1.17
	Nursing and Health	%	**10%**	**156**	**16%**	**274**	**0.62**
	Visual, Fine Arts and Communications	%	**10%**	**152**	**6%**	**108**	**1.53**
Attributes of Survey Respondents	Female	%	51%	790	52%	869	0.98
Demographics	**Age at Time of Survey (Years)**	Average	**26.67**	**1,533**	**30.22**	**1,652**	**0.88**
	Age <21	%	9%	144	8%	129	1.20
	Age <23, >=21	%	**31%**	**468**	**14%**	**232**	**2.17**
	Age <25, >=23	%	**20%**	**313**	**16%**	**265**	**1.27**
	Age >=25	%	**40%**	**608**	**62%**	**1,026**	**0.64**
	Disabled	%	0%	0	0%	0	n/a
	Visible Minority	%	2%	35	4%	62	n/a
	Aboriginal Only	%	2%	35	4%	62	n/a
Prev Educ	**Previously Completed High School**	%	**95%**	**1,463**	**92%**	**1,528**	**1.04**
	Previously Completed Certificate or Diploma	%	**13%**	**206**	**23%**	**386**	**0.58**
	Previously Completed Degree (University)	%	**5%**	**78**	**9%**	**142**	**0.60**
	Previously Completed Certificate, Diploma or Degree	%	**18%**	**272**	**30%**	**497**	**0.59**
Prev Work	Had Current Job Before/During Studies	%	28%	427	28%	465	1.00
	Related Work Experience Before/During	%	**17%**	**266**	**26%**	**434**	**0.66**
	Completed Requirements for Program Credential	%	**65%**	**977**	**83%**	**1,330**	**0.79**
	In a Cooperative Education Program (Student's Declaration Only)	%	11%	167	13%	222	0.82
	In a Cooperative Education Program (Student & MoEST Declaration)	%	3%	51	4%	63	0.88
Reason for Enrolling / Leaving	**Job Skills**	%	**44%**	**674**	**65%**	**1,079**	**0.68**
Main Reason Enrolling	**Degree Attainment**	%	**22%**	**329**	**9%**	**154**	**2.32**
	Degree Attainment and Job Skills	%	10%	148	8%	139	1.16
	Other Reason	%	**25%**	**375**	**17%**	**288**	**1.42**
Main Reason Leaving	**Completed All the Credits I Could**	%	**62%**	**943**	**81%**	**1,299**	**0.77**
	Changed Mind about Program/Job Goal	%	5%	78	5%	78	1.06
	Transferred to/Qualified for Admission	%	**38%**	**578**	**5%**	**88**	**6.97**
	Disappointed With Program	%	3%	50	2%	39	n/a
	Disappointed With Own Performance	%	0%	7 *	1%	11	n/a
	Got a Job	%	**4%**	**55**	**8%**	**125**	**0.47**
	Job Situation Changed	%	0%	7 *	1%	18	n/a
	Convenience (e.g. Transportation, Scheduling)	%	2%	29	1%	18	n/a
	Personal Circumstances	%	2%	26	4%	69	n/a
	Reasons for Leaving: Other	%	**6%**	**97**	**3%**	**49**	**2.10**
Overall Satis-faction	Main Reason for Enrolling Met	Scale 4-1	3.30	1,514	3.21	1,648	1.03
	Overall Satisfaction with Studies	Scale 4-1	3.18	1,537	3.19	1,665	1.00
	Total Number of Respondents			**1,539**		**1,669**	

Notes:

[1] The shading of an indicator means that the values have a statistical significance. This means that there is a high level of confidence that the two groups are different.

[2] For scale indicators, a higher value indicates a more favourable rating. For example, for Scale 3-1, a value of "2.91" is more favourable, or positive, than a value of "2.11".

[3] The "Index" value for each indicator is the value of one cohort group divided by the value of the other group. A value of "1.00" means that the two groups are equivalent. Indicator index values that are greater than "1.00" result when the left cohort group's value is greater than the right cohort group's value. Please note that all calculations use non-rounded cell numbers; rounding occurs only in the presentation of figures.

* Relatively small sample size, interpret result with caution.

n/a Not applicable or any value smaller than 3%.

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Table 8: 1997 Students Attending Further Studies from Applied Programs - Students That Tried to Transfer vs Those That Did Not Try

		INDICATOR[1,2]		VALUES				INDEX[3]
				Applied Programs, Tried Transfer		Applied Programs, Didn't Try		
				Value	N	Value	N	
Further Studies	Of Resp	Attended Further Studies at a Different Institution	%	100%	1,539	100%	1,669	1.00
		Currently Studying	%	**84%**	**1,289**	**53%**	**889**	**1.57**
Sending Institutions	Of Respondents	**From Technical/Institute (Sending)**	%	**15%**	**231**	**32%**	**532**	**0.47**
		From University College (Sending)	%	**39%**	**606**	**33%**	**555**	**1.18**
		From Urban College (Sending)	%	**38%**	**583**	**21%**	**347**	**1.82**
		From Rural College (Sending)	%	**8%**	**119**	**14%**	**235**	**0.55**
		From Another Institution (Sending)	%	0%	0	0%	0	n/a
		GPA	Average	3.04	1,437	3.05	1,205	1.00
		GPA <=2.4	%	**5%**	**79**	**13%**	**152**	**0.44**
		GPA >2.4, <=2.7	%	18%	257	15%	182	1.18
		GPA >2.7, <=3.1	%	**34%**	**484**	**23%**	**283**	**1.43**
		GPA >3.1	%	**43%**	**617**	**49%**	**588**	**0.88**
		Credits	Average	65.55	1,154	62.00	790	1.06
		Credits <=24	%	**4%**	**44**	**16%**	**128**	**0.24**
		Credits >24, <=36	%	12%	137	14%	113	0.83
		Credits >36, <=60	%	**34%**	**390**	**24%**	**190**	**1.41**
		Credits >60	%	51%	583	45%	359	1.11
Receiving Institutions	Of Respondents Who Attended Further Studies	Tried to Transfer	%	100%	1,539	0%	0	n/a
		To BC Technical/Institute (Receiving)	%	**7%**	**114**	**20%**	**328**	**0.37**
		To BC University College (Receiving)	%	**8%**	**125**	**15%**	**243**	**0.55**
		To BC Urban College (Receiving)	%	**4%**	**62**	**9%**	**141**	**0.47**
		To BC Rural College (Receiving)	%	1%	15	5%	75	n/a
		To BC University (Receiving)	%	**55%**	**842**	**9%**	**153**	**5.88**
		To Out or BC University (Receiving)	%	5%	82	3%	42	n/a
		To Another Institution (Receiving)	%	**19%**	**291**	**40%**	**655**	**0.48**
Continuing Education Outcomes	Of Tried Transf	Experienced Transfer Problems	%	18%	280	n/a	n/a	n/a
	Of Had Transfer Problem	All Courses Were Accepted	%	11%	29	n/a	n/a	n/a
		1 or 2 Courses Were Not Accepted	%	28%	72	n/a	n/a	n/a
		3 to 5 Courses Were Not Accepted	%	28%	71	n/a	n/a	n/a
		6 or More Courses Were Not Accepted	%	21%	54	n/a	n/a	n/a
		None of the Courses Were Transferred	%	11%	29	n/a	n/a	n/a
		Some Courses Didn't Transfer	%	92%	255	n/a	n/a	n/a
		Delay or Other Difficulty in Submitting Transcripts	%	19%	54	n/a	n/a	n/a
		Getting an Assessment of TransferTook a Long Time to Complete	%	33%	91	n/a	n/a	n/a
		Original Courses or Program Were Not Designed for Transfer	%	61%	161	n/a	n/a	n/a
		Had Completed More Credits than Was Allowed to Transfer	%	36%	96	n/a	n/a	n/a
		Didn't Know or Understand Transfer Requirements	%	32%	85	n/a	n/a	n/a
		Received Unassigned Credit When Expected Specific Credit	%	38%	97	n/a	n/a	n/a
		Had to Repeat One or More Courses that Were Already Passed	%	46%	128	n/a	n/a	n/a
		Other Problems	%	31%	86	n/a	n/a	n/a
		Number of Transfer Problems Experienced	Average	3.76	280	n/a	n/a	n/a
		Extent to Which Transfer Was a Problem	Scale 5-1	3.45	278	n/a	n/a	n/a
		Poor or Insufficient ADVICE from OLD Institution	%	33%	91	n/a	n/a	n/a
		Slow or Inadequate SERVICE from OLD (Sending) Institution	%	19%	54	n/a	n/a	n/a
		Poor or Insufficient ADVICE from NEW Institution	%	48%	134	n/a	n/a	n/a
		Slow or Inadequate SERVICE from NEW (Receiving) Institution	%	34%	94	n/a	n/a	n/a
		Attempted to Transfer Credential (or All Courses) as One Whole Block	%	74%	203	n/a	n/a	n/a
	Of Transfer Block	Received All the Credits Expected For Block Transfer	%	31%	60	n/a	n/a	n/a
	Of Continued Studies	**Relation Between Past and Further Studies**	Scale 4-1	**3.59**	**1,530**	**2.89**	**1,658**	**1.24**
		Extent to Which Prepared for Further Study	Scale 4-1	**3.45**	**1,504**	**3.22**	**1,482**	**1.07**
		Total Number of Respondents			**1,539**		**1,669**	

Notes:

[1] The shading of an indicator means that the values have a statistical significance. This means that there is a high level of confidence that the two groups are different.

[2] For scale indicators, a higher value indicates a more favourable rating. For example, for Scale 3-1, a value of "2.91" is more favourable, or positive, than a value of "2.11"

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[4] Relatively small sample size, interpret result with caution.

n/a Not applicable or any value smaller than 3%.

Table 8: 1997 Students Attending Further Studies from Applied Programs - Students That Tried to Transfer vs Those That Did Not Try

		INDICATOR[1,2]		VALUES				INDEX[3]
				Applied Programs, Tried Transfer		Applied Programs, Didn't Try		
				Value	N	Value	N	
Skill Development	Satisfaction Level	Written Communication	Scale 3-1	2.41	1,326	2.46	1,204	0.98
		Oral Communication	Scale 3-1	2.41	1,299	2.49	1,199	0.97
		Teamwork	Scale 3-1	n/a	0	n/a	0	n/a
		Interpersonal Skills	Scale 3-1	2.59	1,446	2.65	1,519	0.98
		Analysis / Problem Solving	Scale 3-1	2.58	1,497	2.58	1,583	1.00
		Mathematics	Scale 3-1	2.44	1,167	2.45	1,179	1.00
		Use of Computers	Scale 3-1	2.22	1,128	2.22	1,096	1.00
		Use of Tools & Equipment	**Scale 3-1**	**2.30**	**948**	**2.51**	**1,221**	**0.92**
		Skills for Independent Learning	Scale 3-1	2.45	1,436	2.51	1,514	0.98
College Experience	Satisfaction Level	Quality of Teaching	Scale 3-1	2.62	1,533	2.60	1,662	1.01
		Organization of Program	Scale 3-1	2.48	1,535	2.46	1,666	1.01
		Practical Experience	**Scale 3-1**	**2.20**	**1,368**	**2.41**	**1,566**	**0.91**
		Textbooks & Learning Materials	Scale 3-1	2.41	1,531	2.45	1,657	0.99
		Library Materials	Scale 3-1	2.23	1,399	2.29	1,353	0.97
		Availability of Instructors Outside Class	Scale 3-1	2.63	1,491	2.53	1,560	1.04
		Computer Hardware and Software	Scale 3-1	2.24	1,179	2.22	1,121	1.01
		Equipment Other Than Computers	**Scale 3-1**	**2.32**	**1,015**	**2.43**	**1,251**	**0.95**
		Study Facilities on Campus	Scale 3-1	2.35	1,420	2.46	1,429	0.96
		Program and Career Counseling	Scale 3-1	2.24	1,186	2.29	1,161	0.98
		Places on Campus for Socializing	**Scale 3-1**	**2.24**	**1,399**	**2.36**	**1,399**	**0.95**
		Frequency of Activities with Other Students	Scale 4-1	3.10	1,523	2.99	1,612	1.04
		Program Work Load (5=Heavy)	Scale 5-1	3.58	1,536	3.62	1,664	0.99
Employment Outcomes	Of Resp	**In the Labour Force (Have/Looking for Job)**	**%**	**76%**	**1,171**	**90%**	**1,497**	**0.85**
		Employed	**%**	**70%**	**1,078**	**82%**	**1,369**	**0.85**
	Of Those in the Labour Force	**In a Permanent Job (Got It After Studies**	**%**	**33%**	**388**	**45%**	**669**	**0.74**
		Employed in a Non Training-Related Job	**%**	**34%**	**395**	**25%**	**369**	**1.37**
		Employed in a Training-Related Job	**%**	**58%**	**683**	**66%**	**994**	**0.88**
		Employed Full-Time (30 hrs or more weekly)	**%**	**69%**	**806**	**78%**	**1,165**	**0.88**
		Employed Full-Time, Training-Relatec	**%**	**47%**	**555**	**59%**	**878**	**0.81**
		Employed Full-Time, non Training-Relatec	%	21%	251	19%	287	1.12
		Employed Part-Time	**%**	**23%**	**272**	**14%**	**204**	**1.70**
		Unemployed	%	8%	93	9%	128	0.93
	Of Empl FT	Gross Monthly Salary ($)	Average	$ 2,250	574	$ 2,700	843	0.84
		Gross Monthly Salary of Train-Rel Job ($)	Average	$ 2,450	400	$ 2,800	647	0.88
		Gross Monthly Salary of Non Train-Rel Job ($)	Average	$ 1,800	174	$ 2,350	195	0.77
Relation of Studies to Empl Outcomes	Of Very/ Somewhat Rel Job	Extent to Which Work is as Expectec	Scale 3-1	2.26	671	2.32	978	0.97
		How Job Ready	Scale 4-1	3.25	450	3.42	700	0.95
	Of Employed	**Usefulness of Training in Getting Job**	**Scale 4-1**	**3.01**	**649**	**3.28**	**894**	**0.92**
		Usefulness of Training in Performing Job	**Scale 4-1**	**2.86**	**1,071**	**3.15**	**1,355**	**0.91**
		Total Number of Respondents			**1,539**		**1,669**	

Notes:

[1] The shading of an indicator means that the values have a statistical significance. This means that there is a high level of confidence that the two groups are different.

[2] For scale indicators, a higher value indicates a more favourable rating. For example, for Scale 3-1, a value of "2.91" is more favourable, or positive, than a value of "2.11"

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* Relatively small sample size, interpret result with caution.

n/a Not applicable or any value smaller than 3%.

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Table 9: 1997 Students Attending Further Studies from Arts and Sciences Programs - Students That Tried to Transfer vs Those That Did Not Try

	INDICATOR[1,2]		VALUES				INDEX[3]
			Arts&Sci Programs, Tried Transfer		Arts&Sci Programs, Didn't Try		
			Value	N	Value	N	
Survey Year	1995 Survey	%	0%	0	0%	0	n/a
	1996 Survey	%	0%	0	0%	0	n/a
	1997 Survey	%	100%	2,842	100%	612	1.00
Program of Studies	In Applied Programs	%	0%	0	0%	0	n/a
	In Applied Program, 0-6 Months	%	0%	0	0%	0	n/a
	In Applied Program, 7-12 Months	%	0%	0	0%	0	n/a
	In Applied Program, 13-36 Months	%	0%	0	0%	0	n/a
	In Applied Program, Upper Division	%	0%	0	0%	0	n/a
	In Arts and Sciences Programs	%	100%	2,842	100%	612	n/a
	In Arts Program, Lower Division	**%**	**98%**	**2,787**	**89%**	**546**	**1.10**
	In Arts Program, Upper Division	%	2%	55	11%	66	n/a
Aggregation of CIP Coded Programs	Arts and Sciences	%	100%	2,842	100%	612	1.00
	Business and Management	%	0%	0	0%	0	n/a
	Construction, Mechanical and Transportation	%	0%	0	0%	0	n/a
	Education and Library Science	%	0%	0	0%	0	n/a
	Engineering, Electronics, Computer Tech and Natural Resources	%	0%	0	0%	0	n/a
	Legal, Social, Home Economics, Hospitality and Service	%	0%	0	0%	0	n/a
	Nursing and Health	%	0%	0	0%	0	n/a
	Visual, Fine Arts and Communications	%	0%	0	0%	0	n/a
Attributes of Survey Respondents	Female	%	58%	1,633	63%	383	0.92
Demographics	**Age at Time of Survey (Years)**	**Average**	**24.61**	**2,838**	**26.46**	**612**	**0.93**
	Age <21	**%**	**20%**	**566**	**13%**	**79**	**1.54**
	Age <23, >=21	**%**	**37%**	**1,042**	**30%**	**181**	**1.24**
	Age <25, >=23	%	17%	484	19%	117	0.89
	Age >=25	**%**	**26%**	**746**	**38%**	**235**	**0.68**
	Disabled	%	0%	0	0%	0	n/a
	Visible Minority	%	2%	66	5%	30	n/a
	Aboriginal Only	%	2%	66	5%	30	n/a
Prev Educ	Previously Completed High School	%	96%	2,730	96%	588	1.00
	Previously Completed Certificate or Diploma	**%**	**6%**	**164**	**9%**	**56**	**0.61**
	Previously Completed Degree (University)	%	1%	22	1%	7 [4]	n/a
	Previously Completed Certificate, Diploma or Degree	**%**	**6%**	**182**	**10%**	**63**	**0.62**
Prev Work	**Had Current Job Before/During Studies**	**%**	**29%**	**829**	**23%**	**139**	**1.28**
	Related Work Experience Before/During	%	16%	447	18%	111	0.87
	Completed Requirements for Program Credential	%	24%	685	29%	175	0.84
	In a Cooperative Education Program (Student's Declaration Only)	%	2%	62	3%	19	n/a
	In a Cooperative Education Program (Student & MoEST Declaration)	%	0%	6 [4]	0%	1 [4]	n/a
Reason for Enrolling / Leaving	**Job Skills**	**%**	**16%**	**450**	**31%**	**183**	**0.52**
Main Reason Enrolling	**Degree Attainment**	**%**	**48%**	**1,352**	**36%**	**215**	**1.34**
	Degree Attainment and Job Skills	%	8%	213	11%	64	0.71
	Other Reason	**%**	**28%**	**787**	**23%**	**136**	**1.24**
Main Reason Leaving	Completed All the Credits I Could	%	31%	879	27%	162	1.15
	Changed Mind about Program/Job Goal	**%**	**5%**	**142**	**23%**	**141**	**0.21**
	Transferred to/Qualified for Admission	**%**	**71%**	**1,998**	**28%**	**167**	**2.54**
	Disappointed With Program	%	3%	76	6%	34	n/a
	Disappointed With Own Performance	%	1%	17	2%	11	n/a
	Got a Job	%	1%	18	9%	55	n/a
	Job Situation Changed	%	0%	1 [4]	2%	14	n/a
	Convenience (e.g. Transportation, Scheduling)	%	3%	75	4%	23	n/a
	Personal Circumstances	%	3%	78	12%	75	n/a
	Reasons for Leaving, Other	%	11%	301	10%	58	1.10
Overall Satis-faction	**Main Reason for Enrolling Met**	**Scale 4-1**	**3.33**	**2,810**	**2.91**	**602**	**1.14**
	Overall Satisfaction with Studies	**Scale 4-1**	**3.29**	**2,838**	**3.04**	**612**	**1.08**
	Total Number of Respondents			**2,842**		**612**	

Notes

[1] The shading of an indicator means that the values have a statistical significance. This means that there is a high level of confidence that the two groups are different.

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[3] The "Index" value for each indicator is the value of one cohort group divided by the value of the other group. A value of "1.00" means that the two groups are equivalent. Indicator index values that are greater than "1.00" result when the left cohort group's value is greater than the right cohort group's value. Please note that all calculations use non-rounded cell numbers; rounding occurs only in the presentation of figures.

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n/a Not applicable or any value smaller than 3%

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Table 9: 1997 Students Attending Further Studies from Arts and Sciences Programs - Students That Tried to Transfer vs Those That Did Not Try

		INDICATOR[1,2]		VALUES: Arts&Sci Programs, Tried Transfer		VALUES: Arts&Sci Programs, Didn't Try		INDEX[3]
				Value	N	Value	N	
Further Studies	Of Resp	Attended Further Studies at a Different Institution	%	100%	2,842	100%	612	1.00
		Currently Studying	%	87%	2,467	69%	420	1.27
Sending Institutions	Of Respondents	From Technical/Institute (Sending)	%	0%	5 [4]	0%	3 [4]	n/a
		From University College (Sending)	%	40%	1,145	61%	372	0.66
		From Urban College (Sending)	%	48%	1,368	32%	195	1.51
		From Rural College (Sending)	%	11%	324	7%	42	1.66
		From Another Institution (Sending)	%	0%	0	0%	0	n/a
		GPA	Average	2.90	2,832	2.64	601	1.10
		GPA <=2.4	%	8%	229	29%	176	0.28
		GPA >2.4, <=2.7	%	26%	737	25%	150	1.04
		GPA >2.7, <=3.1	%	36%	1,033	23%	141	1.55
		GPA >3.1	%	29%	833	22%	134	1.32
		Credits	Average	50.22	2,839	52.72	605	0.95
		Credits <=24	%	4%	125	10%	62	0.43
		Credits >24, <=36	%	26%	746	29%	175	0.91
		Credits >36, <=60	%	46%	1,308	34%	208	1.34
		Credits >60	%	23%	660	26%	160	0.88
Receiving Institutions	Of Respondents Who Attended Further Studies	Tried to Transfer	%	100%	2,842	0%	0	n/a
		To BC Technical/Institute (Receiving)	%	4%	101	23%	139	0.16
		To BC University College (Receiving)	%	4%	126	19%	113	0.24
		To BC Urban College (Receiving)	%	3%	83	8%	47	n/a
		To BC Rural College (Receiving)	%	1%	26	3%	18	n/a
		To BC University (Receiving)	%	79%	2,250	14%	82	5.87
		To Out or BC University (Receiving)	%	5%	151	3%	18	n/a
		To Another Institution (Receiving)	%	4%	101	31%	190	0.11
Continuing Education Outcomes	Of Tried Transf	Experienced Transfer Problems	%	16%	444	n/a	n/a	n/a
	Of Had Transfer Problem	All Courses Were Accepted	%	25%	105	n/a	n/a	n/a
		1 or 2 Courses Were Not Accepted	%	38%	160	n/a	n/a	n/a
		3 to 5 Courses Were Not Accepted	%	26%	109	n/a	n/a	n/a
		6 or More Courses Were Not Accepted	%	10%	42	n/a	n/a	n/a
		None of the Courses Were Transferred	%	1%	4 [4]	n/a	n/a	n/a
		Some Courses Didn't Transfer	%	83%	364	n/a	n/a	n/a
		Delay or Other Difficulty in Submitting Transcripts	%	18%	77	n/a	n/a	n/a
		Getting an Assessment of TransferTook a Long Time to Complete	%	26%	111	n/a	n/a	n/a
		Original Courses or Program Were Not Designed for Transfer	%	45%	187	n/a	n/a	n/a
		Had Completed More Credits than Was Allowed to Transfer	%	30%	132	n/a	n/a	n/a
		Didn't Know or Understand Transfer Requirements	%	31%	131	n/a	n/a	n/a
		Received Unassigned Credit When Expected Specific Credit	%	47%	194	n/a	n/a	n/a
		Had to Repeat One or More Courses that Were Already Passed	%	32%	140	n/a	n/a	n/a
		Other Problems	%	24%	105	n/a	n/a	n/a
		Number of Transfer Problems Experienced	Average	3.25	444	n/a	n/a	n/a
		Extent to Which Transfer Was a Problem	Scale 5-1	3.25	443	n/a	n/a	n/a
		Poor or Insufficient ADVICE from OLD Institution	%	41%	177	n/a	n/a	n/a
		Slow or Inadequate SERVICE from OLD (Sending) Institution	%	21%	93	n/a	n/a	n/a
		Poor or Insufficient ADVICE from NEW Institution	%	32%	140	n/a	n/a	n/a
		Slow or Inadequate SERVICE from NEW (Receiving) Institution	%	25%	109	n/a	n/a	n/a
		Attempted to Transfer Credential (or All Courses) as One Whole Block	%	80%	339	n/a	n/a	n/a
	Of Transfer Block	Received All the Credits Expected For Block Transfer	%	42%	141	n/a	n/a	n/a
	Of Continued Studies	Relation Between Past and Further Studies	Scale 4-1	3.41	2,829	2.50	609	1.36
		Extent to Which Prepared for Further Study	Scale 4-1	3.45	2,811	3.09	555	1.12
		Total Number of Respondents			2,842		612	

Notes:

[1] The shading of an indicator means that the values have a statistical significance. This means that there is a high level of confidence that the two groups are different.

[2] For scale indicators, a higher value indicates a more favourable rating. For example, for Scale 3-1, a value of "2.91" is more favourable, or positive, than a value of "2.11"

[3] The "Index" value for each indicator is the value of one cohort group divided by the value of the other group. A value of "1.00" means that the two groups are equivalent. Indicator index values that are greater than "1.00" result when the left cohort group's value is greater than the right cohort group's value. Please note that all calculations use non-rounded cell numbers; rounding occurs only in the presentation of figures.

[4] Relatively small sample size, interpret result with caution.

n/a Not applicable or any value smaller than 3%.

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Table 9: 1997 Students Attending Further Studies from Arts and Sciences Programs - Students That Tried to Transfer vs Those That Did Not Try

		INDICATOR[1,2]		VALUES				INDEX[3]
				Arts&Sci Programs, Tried Transfer		Arts&Sci Programs, Didn't Try		
				Value	N	Value	N	
Skill Development	Satisfaction Level	Written Communication	Scale 3-1	2.48	2,676	2.57	551	0.97
		Oral Communication	Scale 3-1	2.34	2,378	2.39	513	0.98
		Teamwork	Scale 3-1	n/a	0	n/a	0	n/a
		Interpersonal Skills	Scale 3-1	2.48	2,599	2.48	547	1.00
		Analysis / Problem Solving	Scale 3-1	2.50	2,747	2.53	588	0.99
		Mathematics	Scale 3-1	2.39	1,698	2.30	354	1.04
		Use of Computers	Scale 3-1	2.06	1,481	2.15	324	0.96
		Use of Tools & Equipment	Scale 3-1	2.22	1,273	2.25	251	0.98
		Skills for Independent Learning	Scale 3-1	2.42	2,649	2.45	567	0.99
College Experience	Satisfaction Level	Quality of Teaching	Scale 3-1	2.72	2,837	2.68	612	1.02
		Organization of Program	Scale 3-1	2.60	2,808	2.56	599	1.02
		Practical Experience	Scale 3-1	2.06	2,170	2.04	459	1.01
		Textbooks & Learning Materials	Scale 3-1	2.47	2,834	2.42	611	1.02
		Library Materials	Scale 3-1	2.20	2,760	2.29	587	0.96
		Availability of Instructors Outside Class	Scale 3-1	2.72	2,754	2.62	588	1.04
		Computer Hardware and Software	Scale 3-1	2.20	1,850	2.27	406	0.97
		Equipment Other Than Computers	Scale 3-1	2.27	1,648	2.32	352	0.98
		Study Facilities on Campus	Scale 3-1	2.33	2,726	2.40	587	0.97
		Program and Career Counseling	Scale 3-1	2.22	2,222	2.27	463	0.98
		Places on Campus for Socializing	Scale 3-1	2.19	2,669	2.29	560	0.95
		Frequency of Activities with Other Students	Scale 4-1	2.97	2,833	2.91	603	1.02
		Program Work Load (5=Heavy)	Scale 5-1	3.20	2,832	3.37	607	0.95
Employment Outcomes	Of Resp	In the Labour Force (Have/Looking for Job)	%	72%	2,051	75%	458	0.96
		Employed	%	63%	1,786	65%	399	0.96
	Of Those in the Labour Force	In a Permanent Job (Got It After Studies	%	19%	381	31%	141	0.60
		Employed in a Non Training-Related Job	%	67%	1,381	60%	276	1.12
		Employed in a Training-Related Job	%	20%	403	26%	120	0.75
		Employed Full-Time (30 hrs or more weekly)	%	54%	1,098	71%	323	0.76
		Employed Full-Time, Training-Relatec	%	14%	282	22%	102	0.62
		Employed Full-Time, non Training-Relatec	%	40%	816	48%	221	0.82
		Employed Part-Time	%	34%	688	17%	76	2.02
		Unemployed	%	13%	265	13%	59	1.00
	Of Empl FT	Gross Monthly Salary ($)	Average	$ 1,900	735	$ 2,200	216	0.86
		Gross Monthly Salary of Train-Rel Job ($)	Average	$ 2,200	195	$ 2,550	70	0.87
		Gross Monthly Salary of Non Train-Rel Job ($)	Average	$ 1,750	539	$ 2,050	145	0.87
Relation of Studies to Empl Outcomes	Of Very/ Somewhat Rel Job	Extent to Which Work is as Expectec	Scale 3-1	2.14	387	2.15	117	0.99
		How Job Ready	Scale 4-1	3.05	260	3.01	79	1.01
	Of Employed	Usefulness of Training in Getting Job	Scale 4-1	2.14	945	2.29	255	0.93
		Usefulness of Training in Performing Job	Scale 4-1	2.13	1,767	2.36	394	0.90
		Total Number of Respondents			2,842		612	

Notes:

[1] The shading of an indicator means that the values have a statistical significance. This means that there is a high level of confidence that the two groups are different.

[2] For scale indicators, a higher value indicates a more favourable rating. For example, for Scale 3-1, a value of "2.91" is more favourable, or positive, than a value of "2.11"

[3] The "Index" value for each indicator is the value of one cohort group divided by the value of the other group. A value of "1.00" means that the two groups are equivalent. Indicator index values that are greater than "1.00" result when the left cohort group's value is greater than the right cohort group's value. Please note that all calculations use non-rounded cell numbers; rounding occurs only in the presentation of figures.

[4] Relatively small sample size, interpret result with caution.

n/a Not applicable or any value smaller than 3%.

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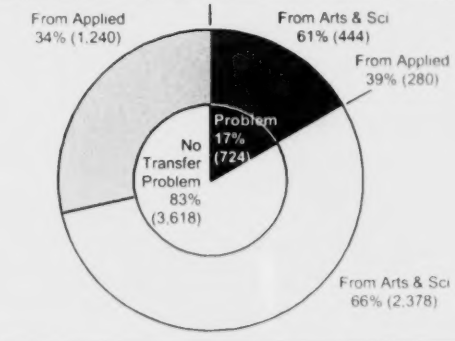
TRANSFER PROBLEMS

Encountered Problems vs. Had No Problems When Attempting to Transfer Credits

Of the 4,381 student respondents in the 1997 survey that attempted to transfer credits, 724 (17%) experienced transfer problems (280 students from Applied programs and 444 from Arts and Sciences programs). Although the majority of students that experienced transfer problems originally exited from Arts and Sciences programs (61%), a slightly greater proportion of Applied students experienced transfer problems (18% versus 16%) (Figure 7).

Figure 7 1997 Distribution of the Incidence of Transfer Problems by Program Type



Note:
39 students did not answer the survey question "Experienced Transfer Problems" and were excluded from further analysis.

As previously noted in Table 2, the number of transfer problems experienced by students averaged more than 3. Table 10 and Figure 8 present the distribution of all problems by Receiving institution.

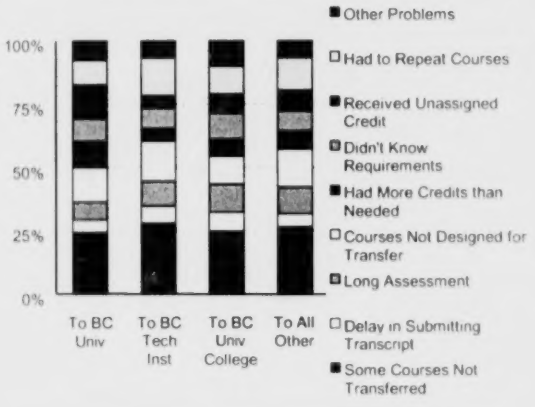
Table 10 Number of 1997 Transfer Problems Cited by Students that Had Problems by Receiving Institution

	To BC University	To BC Tech Inst	To BC Univ College	To All Other
Some Courses Not Transferred	427	28	29	134
Delay in Submitting Transcript	88	7	9	27
Long Assessment	124	10	13	54
Courses Not Designed for Transfer	243	16	13	76
Had More Credits than Needed	178	5	8	37
Didn't Know Requirements	156	8	12	40
Received Unassigned Credit	236	5	9	41
Had to Repeat Courses	174	15	13	65
Other Problems	373	22	25	112
Total Number of Problems	1,999	116	131	586
Number of Students	509	29	37	148
Ratio (Problems/Students)	3.9	4.0	3.5	4.0

In concordance with the most important destination of transfer students, more than two thirds of all transfer problems were related to transferring to a B.C. University (71%). The Receiving institution type with the smallest ratio of problems per student, was the University College category with an average of 3.5 problems cited per student compared to 4 problems per student for all other Receiving institution types (Table 10).

As illustrated in Figure 8, the relative proportions of each transfer problem were not significantly different across the various Receiving institution types.

Figure 8 1997 Type of Transfer Problems Cited by Students that Had Problems by Receiving Institution



The next question, "To what extent did Applied students who transferred credits experience problems differently, based on the program they transferred into?" is addressed in Table 11 and Figure 9.

Table 11 1997 Applied Students that Tried to Transfer Credits by Program Area of Further Studies and by Number of Transfer Problems

	Number of Problems				No Answer
	One	2 or 3	4 or More	None	
Construction, Mechanical and Transportation	1	1	1	37	1
Legal, Social, Home Economics, Hospitality and Service	2	7	14	161	3
Business and Management	4	27	43	461	6
Education and Library Science	1	8	7	64	0
Engineering, Electronics, Computer Tech and Natural Resources	1	18	20	140	1
Nursing and Health	2	14	16	113	2
Arts and Sciences	5	20	22	154	3
Visual, Fine Arts and Communications	2	15	22	84	1
Other Programs	1	2	1	19	2
No Answer	0	0	1	7	0
Total Number of Students	19	112	149	1,240	19

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The Visual, Fine Arts and Communication Applied program area had the highest proportion of students citing at least one problem (32%). This program area also exhibited the highest proportion of students citing four or more problems (18%) (Figure 9).

Figure 9 1997 Distribution of Applied Students that Tried to Transfer Credits by Program Area of Further Studies and by Number of Transfer Problems

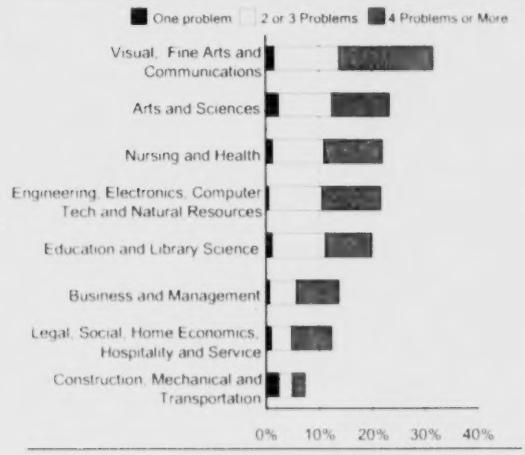
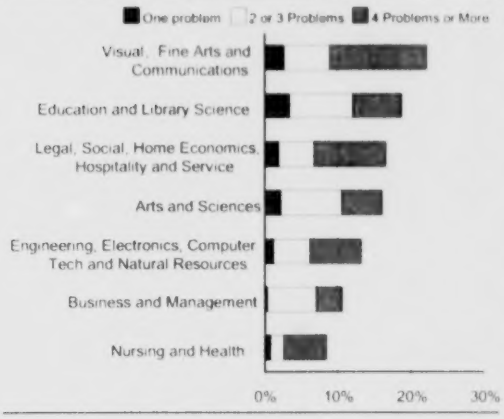


Table 12 and Figure 10 address the question, "To what extent did Arts and Sciences students who transferred credits experience problems differently, based on the program they transferred into?" Here, findings parallel the Applied cohort results for the Visual, Fine Arts and Communication program area, which again had the highest proportion of students experiencing problems (23%). By comparison, the Nursing and Health area yielded a markedly lower proportion citing problems than the Applied cohort.

Table 12 1997 Arts and Sciences Students that Tried to Transfer Credits by Program Area of Further Studies and by Number of Transfer Problems

	Number of Problems				No Answer
	One	2 or 3	4 or More	None	
Nursing and Health	1	2	7	104	2
Business and Management	1	18	10	238	2
Engineering, Electronics, Computer Tech and Natural Resources	3	12	17	207	1
Arts and Sciences	36	130	87	1292	12
Legal, Social, Home Economics, Hospitality and Service	6	15	29	249	1
Education and Library Science	7	18	13	158	1
Visual, Fine Arts and Communications	3	7	15	84	1
Other Program Areas	0	3	2	17	0
No Answer	0	0	2	29	0
Total Number of Students	57	205	182	2,378	20

Figure 10 Distribution of Arts and Sciences Students that Tried to Transfer Credits by Program Area of Further Studies and by Number of Transfer Problems



Within the population of students attempting to transfer credits, two student groups were compared: those that experienced transfer problems versus those that did not. Comparisons were further bifurcated by program type (Applied students versus Arts and Sciences). Similar comparisons were done for the three year combined data set and the 1995, 1996 and 1997 survey data sets individually. Pre-1997 results are presented in Appendix 4. Results for 1997 are presented in Table 13 for the cohort of students who had originally exited from Applied programs, and in Table 14 for the cohort of students who had originally exited from Arts and Sciences programs. Statistically significant differences include:

- For either cohort, Overall Satisfaction with Studies was better for students who did not experience transfer problems compared to those who did (Table 13 and Table 14).
- For either cohort, a greater proportion of students who experienced transfer problems went to Out-of-BC Universities, than did students who cited no transfer problems (Table 13 and Table 14).
- For either cohort, students who experienced transfer problems stated they were less prepared for further studies than students who did not experience transfer problems (Table 13 and Table 14).
- Generally, students encountering problems were not as satisfied with their college experiences and resultant skill development as were their no-transfer-problem counterparts (index values < 1).

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Table 13: 1997 Students Attempting to Transfer Credits from Applied Programs - Had Transfer Problem vs Did Not Have Transfer Problem

	INDICATOR[1,2]		VALUES				INDEX[3]
			Applied Programs: Transfer Prob		Applied Programs: No Transfer Prob		
			Value	N	Value	N	
Survey Year	1995 Survey	%	0%	0	0%	0	n/a
	1996 Survey	%	0%	0	0%	0	n/a
	1997 Survey	%	100%	280	100%	1,240	1.00
Program of Studies	In Applied Programs	%	100%	280	100%	1,240	n/a
	In Applied Program, 0-6 Months	%	3%	8 *	3%	37	n/a
	In Applied Program, 7-12 Months	%	16%	44	17%	212	0.92
	In Applied Program, 13-36 Months	%	79%	220	76%	941	1.04
	In Applied Program, Upper Division	%	3%	7 *	4%	48	n/a
	In Arts and Sciences Programs	%	0%	0	0%	0	n/a
	In Arts Program, Lower Division	%	0%	0	0%	0	n/a
	In Arts Program, Upper Division	%	0%	0	0%	0	n/a
Aggregation of CIP Coded Programs	Arts and Sciences	%	0%	0	0%	0	n/a
	Business and Management	%	**31%**	**87**	**43%**	**538**	**0.72**
	Construction, Mechanical and Transportation	%	2%	6 *	3%	43	n/a
	Education and Library Science	%	8%	21	6%	75	1.24
	Engineering, Electronics, Computer Tech and Natural Resources	%	17%	49	12%	151	1.44
	Legal, Social, Home Economics, Hospitality and Service	%	13%	37	17%	210	0.78
	Nursing and Health	%	11%	31	10%	123	1.12
	Visual, Fine Arts and Communications	%	**17%**	**49**	**8%**	**100**	**2.17**
Attributes of Survey Respondents	Female	%	49%	136	52%	640	0.94
	Age at Time of Survey (Years)	Average	26.22	280	26.72	1,234	0.98
Demographics	Age <21	%	9%	26	9%	117	0.98
	Age <23, >=21	%	34%	96	30%	368	1.15
	Age <25, >=23	%	22%	61	20%	249	1.08
	Age >=25	%	35%	97	41%	500	0.85
	Disabled	%	0%	0	0%	0	n/a
	Visible Minority	%	4%	10	2%	24	n/a
	Aboriginal Only	%	4%	10	2%	24	n/a
Prev Educ	Previously Completed High School	%	94%	264	95%	1,182	0.99
	Previously Completed Certificate or Diploma	%	13%	36	13%	165	0.97
	Previously Completed Degree (University)	%	6%	16	5%	62	1.14
	Previously Completed Certificate, Diploma or Degree	%	18%	50	17%	217	1.02
Prev Work	Had Current Job Before/During Studies	%	32%	90	27%	331	1.20
	Related Work Experience Before/During	%	15%	42	18%	219	0.85
	Completed Requirements for Program Credential	%	64%	173	65%	788	0.99
	In a Cooperative Education Program (Student's Declaration Only)	%	**16%**	**44**	**10%**	**122**	**1.60**
	In a Cooperative Education Program (Student & MoEST Declaration)	%	6%	16	3%	35	n/a
Reason for Enrolling / Leaving	Main Reason Enrolling: Job Skills	%	46%	129	43%	533	1.07
	Degree Attainment	%	22%	60	22%	266	0.99
	Degree Attainment and Job Skills	%	8%	21	10%	127	0.73
	Other Reason	%	25%	69	25%	302	1.01
Main Reason Leaving	Completed All the Credits I Could	%	62%	170	62%	758	1.00
	Changed Mind about Program/Job Goal	%	6%	17	5%	59	1.28
	Transferred to/Qualified for Admission	%	33%	91	40%	484	0.84
	Disappointed With Program	%	4%	12	3%	37	1.44
	Disappointed With Own Performance	%	1%	2 *	0%	5 *	n/a
	Got a Job	%	1%	3 *	4%	51	n/a
	Job Situation Changed	%	0%	1 *	0%	5 *	n/a
	Convenience (e.g. Transportation, Scheduling)	%	3%	7 *	2%	22	n/a
	Personal Circumstances	%	2%	6 *	2%	20	n/a
	Reasons for Leaving, Other	%	9%	26	6%	69	1.68
Overall Satisfaction	**Main Reason for Enrolling Met**	Scale 4-1	3.14	275	3.34	1,222	0.94
	Overall Satisfaction with Studies	Scale 4-1	3.02	280	3.22	1,238	0.94
	Total Number of Respondents			280		1,240	

Notes:

[1] The shading of an indicator means that the values have a statistical significance. This means that there is a high level of confidence that the two groups are different.

[2] For scale indicators, a higher value indicates a more favourable rating. For example, for Scale 3-1, a value of "2.91" is more favourable, or positive, than a value of "2.11"

[3] The "Index" value for each indicator is the value of one cohort group divided by the value of the other group. A value of "1.00" means that the two groups are equivalent. Indicator index values that are greater than "1.00" result when the left cohort group's value is greater than the right cohort group's value. Please note that all calculations use non-rounded cell numbers, rounding occurs only in the presentation of figures.

* Relatively small sample size, interpret result with caution.

n/a Not applicable or any value smaller than 3%.

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Table 13: 1997 Students Attempting to Transfer Credits from Applied Programs - Had Transfer Problem vs Did Not Have Transfer Problem

		INDICATOR[1,2]		VALUES				INDEX[3]
				Applied Programs, Transfer Prob		Applied Programs, No Transfer Prob		
				Value	N	Value	N	
Further Studies	Of Resp	Attended Further Studies at a Different Institution	%	100%	280	100%	1,240	1.00
		Currently Studying	%	87%	243	83%	1,029	1.05
Sending Institutions	Of Respondents	From Technical/Institute (Sending)	%	16%	44	15%	181	1.08
		From University College (Sending)	%	34%	94	41%	506	0.82
		From Urban College (Sending)	%	41%	114	38%	466	1.08
		From Rural College (Sending)	%	10%	28	7%	87	1.43
		From Another Institution (Sending)	%	0%	0	0%	0	n/a
		GPA	Average	3.02	263	3.04	1,157	0.99
		GPA <=2.4	%	6%	16	5%	63	1.12
		GPA >2.4, <=2.7	%	19%	49	18%	206	1.05
		GPA >2.7, <=3.1	%	32%	84	34%	397	0.93
		GPA >3.1	%	43%	114	42%	491	1.02
		Credits	Average	66.44	210	65.47	932	1.01
		Credits <=24	%	5%	10	4%	33	1.34
		Credits >24, <=36	%	8%	17	13%	118	0.64
		Credits >36, <=60	%	34%	71	34%	315	1.00
		Credits >60	%	53%	112	50%	466	1.07
Receiving Institutions	Of Respondents Who Attended Further Studies	Tried to Transfer	%	100%	280	100%	1,240	1.00
		To BC Technical/Institute (Receiving)	%	8%	23	7%	90	1.13
		To BC University College (Receiving)	%	6%	18	9%	106	0.75
		To BC Urban College (Receiving)	%	6%	18	3%	43	1.85
		To BC Rural College (Receiving)	%	0%	0	1%	15	n/a
		To BC University (Receiving)	%	57%	160	55%	674	1.05
		To Out or BC University (Receiving)	**%**	**10%**	**27**	**4%**	**52**	**2.29**
		To Another Institution (Receiving)	**%**	**12%**	**33**	**21%**	**253**	**0.58**
Continuing Education Outcomes	Of Tried Transf	Experienced Transfer Problems	%	100%	280	0%	0	n/a
	Of Had Transfer Problem	All Courses Were Accepted	%	11%	29	n/a	n/a	n/a
		1 or 2 Courses Were Not Accepted	%	28%	72	n/a	n/a	n/a
		3 to 5 Courses Were Not Accepted	%	28%	71	n/a	n/a	n/a
		6 or More Courses Were Not Accepted	%	21%	54	n/a	n/a	n/a
		None of the Courses Were Transferred	%	11%	29	n/a	n/a	n/a
		Some Courses Didn't Transfer	%	92%	255	n/a	n/a	n/a
		Delay or Other Difficulty in Submitting Transcripts	%	19%	54	n/a	n/a	n/a
		Getting an Assessment of Transfer Took a Long Time to Complete	%	33%	91	n/a	n/a	n/a
		Original Courses or Program Were Not Designed for Transfer	%	61%	161	n/a	n/a	n/a
		Had Completed More Credits than Was Allowed to Transfer	%	36%	96	n/a	n/a	n/a
		Didn't Know or Understand Transfer Requirements	%	32%	85	n/a	n/a	n/a
		Received Unassigned Credit When Expected Specific Credit	%	38%	97	n/a	n/a	n/a
		Had to Repeat One or More Courses that Were Already Passed	%	46%	128	n/a	n/a	n/a
		Other Problems	%	31%	86	n/a	n/a	n/a
		Number of Transfer Problems Experienced	Average	3.76	280	n/a	n/a	n/a
		Extent to Which Transfer Was a Problem	Scale 5-1	3.45	278	n/a	n/a	n/a
		Poor or Insufficient ADVICE from OLD Institution	%	33%	91	n/a	n/a	n/a
		Slow or Inadequate SERVICE from OLD (Sending) Institution	%	19%	54	n/a	n/a	n/a
		Poor or Insufficient ADVICE from NEW Institution	%	48%	134	n/a	n/a	n/a
		Slow or Inadequate SERVICE from NEW (Receiving) Institution	%	34%	94	n/a	n/a	n/a
		Attempted to Transfer Credential (or All Courses) as One Whole Block	%	74%	203	n/a	n/a	n/a
	Of Transfer Block	Received All the Credits Expected For Block Transfer	%	31%	60	n/a	n/a	n/a
	Of Continued Studies	Relation Between Past and Further Studies	Scale 4-1	3.44	277	3.63	1,234	0.95
		Extent to Which Prepared for Further Study	Scale 4-1	3.21	271	3.51	1,214	0.92
		Total Number of Respondents			**280**		**1,240**	

Notes:

[1] The shading of an indicator means that the values have a statistical significance. This means that there is a high level of confidence that the two groups are different.

[2] For scale indicators, a higher value indicates a more favourable rating. For example, for Scale 3-1, a value of "2.91" is more favourable, or positive, than a value of "2.11"

[3] The "Index" value for each indicator is the value of one cohort group divided by the value of the other group. A value of "1.00" means that the two groups are equivalent. Indicator index values that are greater than "1.00" result when the left cohort group's value is greater than the right cohort group's value. Please note that all calculations use non-rounded cell numbers; rounding occurs only in the presentation of figures.

[4] Relatively small sample size, interpret result with caution.

n/a Not applicable or any value smaller than 3%.

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Table 13: 1997 Students Attempting to Transfer Credits from Applied Programs - Had Transfer Problem vs Did Not Have Transfer Problem

		INDICATOR[1,2]		VALUES				INDEX[3]
				Applied Programs, Transfer Prob		Applied Programs, No Transfer Prob		
				Value	N	Value	N	
Skill Development	Satisfaction Level	Written Communication	Scale 3-1	2.36	236	2.42	1,077	0.97
		Oral Communication	Scale 3-1	2.42	235	2.40	1,049	1.01
		Teamwork	Scale 3-1	n/a	0	n/a	0	n/a
		Interpersonal Skills	Scale 3-1	2.58	268	2.59	1,161	1.00
		Analysis / Problem Solving	Scale 3-1	2.53	272	2.59	1,207	0.98
		Mathematics	**Scale 3-1**	**2.24**	**188**	**2.48**	**968**	**0.90**
		Use of Computers	Scale 3-1	2.14	194	2.24	922	0.96
		Use of Tools & Equipment	Scale 3-1	2.29	195	2.30	742	1.00
		Skills for Independent Learning	Scale 3-1	2.43	260	2.45	1,157	0.99
College Experience	Satisfaction Level	Quality of Teaching	Scale 3-1	2.60	278	2.63	1,236	0.99
		Organization of Program	**Scale 3-1**	**2.34**	**278**	**2.52**	**1,238**	**0.93**
		Practical Experience	Scale 3-1	2.20	246	2.19	1,106	1.00
		Textbooks & Learning Materials	Scale 3-1	2.35	279	2.43	1,234	0.97
		Library Materials	**Scale 3-1**	**2.11**	**254**	**2.26**	**1,131**	**0.93**
		Availability of Instructors Outside Class	Scale 3-1	2.57	270	2.64	1,202	0.97
		Computer Hardware and Software	Scale 3-1	2.14	209	2.27	961	0.94
		Equipment Other Than Computers	Scale 3-1	2.25	200	2.33	803	0.96
		Study Facilities on Campus	Scale 3-1	2.25	257	2.37	1,147	0.95
		Program and Career Counseling	Scale 3-1	2.15	217	2.26	952	0.95
		Places on Campus for Socializing	Scale 3-1	2.23	256	2.25	1,128	0.99
		Frequency of Activities with Other Students	Scale 4-1	3.18	275	3.08	1,229	1.03
		Program Work Load (5=Heavy)	Scale 5-1	3.58	280	3.58	1,237	1.00
Employment Outcomes	Of Resp	In the Labour Force (Have/Looking for Job)	%	79%	221	75%	934	1.05
		Employed	%	70%	196	70%	866	1.00
	Of Those in the Labour Force	In a Permanent Job (Got It After Studies	%	26%	58	34%	322	0.76
		Employed in a Non Training-Related Job	%	39%	86	33%	305	1.19
		Employed in a Training-Related Job	**%**	**50%**	**110**	**60%**	**561**	**0.83**
		Employed Full-Time (30 hrs or more weekly	%	68%	151	69%	641	1.00
		Employed Full-Time, Training-Relatec	%	41%	90	49%	453	0.84
		Employed Full-Time, non Training-Relatec	%	28%	61	20%	188	1.37
		Employed Part-Time	%	20%	45	24%	225	0.85
		Unemployed	%	11%	25	7%	68	1.55
	Of Empl FT	Gross Monthly Salary ($)	Average	$ 2,250	99	$ 2,250	464	0.99
		Gross Monthly Salary of Train-Rel Job ($)	Average	$ 2,550	57	$ 2,450	333	1.04
		Gross Monthly Salary of Non Train-Rel Job ($)	Average	$ 1,850	42	$ 1,800	131	1.03
Relation of Studies to Empl Outcomes	Of Very/ Somewhat Rel Job	Extent to Which Work is as Expectec	Scale 3-1	2.28	109	2.25	552	1.02
		How Job Ready	Scale 4-1	3.27	60	3.23	382	1.01
	Of Employed	Usefulness of Training in Getting Job	Scale 4-1	2.78	106	3.05	533	0.91
		Usefulness of Training in Performing Job	Scale 4-1	2.72	194	2.89	861	0.94
		Total Number of Respondents			**280**		**1,240**	

Notes:

[1] The shading of an indicator means that the values have a statistical significance. This means that there is a high level of confidence that the two groups are different.

[2] For scale indicators, a higher value indicates a more favourable rating. For example, for Scale 3-1, a value of "2.91" is more favourable, or positive, than a value of "2.11".

[3] The "Index" value for each indicator is the value of one cohort group divided by the value of the other group. A value of "1.00" means that the two groups are equivalent. Indicator index values that are greater than "1.00" result when the left cohort group's value is greater than the right cohort group's value. Please note that all calculations use non-rounded cell numbers; rounding occurs only in the presentation of figures.

[4] Relatively small sample size, interpret result with caution.

n/a Not applicable or any value smaller than 3%.

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Table 14: 1997 Students Attempting to Transfer Credits from Arts and Sciences Programs - Had Transfer Problem vs Did Not Have Transfer Problem

	INDICATOR[1,2]		VALUES				INDEX[3]
			Arts&Sci Programs: Transfer Prob		Arts&Sci Programs: No Transfer Prob		
			Value	N	Value	N	
Survey Year	1995 Survey	%	0%	0	0%	0	n/a
	1996 Survey	%	0%	0	0%	0	n/a
	1997 Survey	%	100%	444	100%	2,378	1.00
Program of Studies	In Applied Programs	%	0%	0	0%	0	n/a
	In Applied Program, 0-6 Months	%	0%	0	0%	0	n/a
	In Applied Program, 7-12 Months	%	0%	0	0%	0	n/a
	In Applied Program, 13-36 Months	%	0%	0	0%	0	n/a
	In Applied Program, Upper Division	%	0%	0	0%	0	n/a
	In Arts and Sciences Programs	%	100%	444	100%	2,378	n/a
	In Arts Program, Lower Division	%	98%	434	98%	2,334	1.00
	In Arts Program, Upper Division	%	2%	10	2%	44	n/a
Aggregation of CIP Coded Programs	Arts and Sciences	%	100%	444	100%	2,378	1.00
	Business and Management	%	0%	0	0%	0	n/a
	Construction, Mechanical and Transportation	%	0%	0	0%	0	n/a
	Education and Library Science	%	0%	0	0%	0	n/a
	Engineering, Electronics, Computer Tech and Natural Resources	%	0%	0	0%	0	n/a
	Legal, Social, Home Economics, Hospitality and Service	%	0%	0	0%	0	n/a
	Nursing and Health	%	0%	0	0%	0	n/a
	Visual, Fine Arts and Communications	%	0%	0	0%	0	n/a
Attributes of Survey Respondents	Female	%	62%	275	57%	1,344	1.09
Demographics	Age at Time of Survey (Years)	Average	24.61	444	24.59	2,374	1.00
	Age <21	%	18%	82	20%	480	0.91
	Age <23, >=21	%	38%	169	37%	870	1.04
	Age <25, >=23	%	17%	77	17%	400	1.03
	Age >=25	%	26%	116	26%	624	0.99
	Disabled	%	0%	0	0%	0	n/a
	Visible Minority	%	1%	6 [4]	3%	60	n/a
	Aboriginal Only	%	1%	6 [4]	3%	60	n/a
Prev Educ	Previously Completed High School	%	96%	425	96%	2,287	1.00
	Previously Completed Certificate or Diploma	%	7%	30	6%	131	1.23
	Previously Completed Degree (University)	%	1%	4 [4]	1%	18	n/a
	Previously Completed Certificate, Diploma or Degree	%	7%	32	6%	147	1.17
Prev Work	Had Current Job Before/During Studies	%	30%	133	29%	690	1.03
	Related Work Experience Before/During	%	17%	76	15%	366	1.11
	Completed Requirements for Program Credential	%	27%	117	24%	562	1.12
	In a Cooperative Education Program (Student's Declaration Only)	%	3%	14	2%	47	n/a
	In a Cooperative Education Program (Student & MoEST Declaration)	%	0%	0	0%	6 [4]	n/a
Reason for Enrolling / Leaving	Job Skills	%	16%	70	16%	376	0.99
Main Reason Enrolling	Degree Attainment	%	45%	198	49%	1,147	0.92
	Degree Attainment and Job Skills	%	9%	41	7%	169	1.30
	Other Reason	%	30%	130	28%	652	1.06
Main Reason Leaving	Completed All the Credits I Could	%	30%	131	31%	743	0.94
	Changed Mind about Program/Job Goal	%	5%	23	5%	117	1.05
	Transferred to/Qualified for Admission	%	71%	315	70%	1,669	1.01
	Disappointed With Program	%	5%	20	2%	56	n/a
	Disappointed With Own Performance	%	1%	4 [4]	1%	13	n/a
	Got a Job	%	0%	1 [4]	1%	17	n/a
	Job Situation Changed	%	0%	1 [4]	0%	0	n/a
	Convenience (e.g. Transportation, Scheduling)	%	2%	10	3%	65	n/a
	Personal Circumstances	%	4%	16	3%	61	n/a
	Reasons for Leaving, Other	%	10%	44	11%	252	0.93
Overall Satisfaction	Main Reason for Enrolling Met	Scale 4-1	3.21	439	3.35	2,351	0.96
	Overall Satisfaction with Studies	Scale 4-1	3.14	443	3.32	2,375	0.95
	Total Number of Respondents			**444**		**2,378**	

Notes

[1] The shading of an indicator means that the values have a statistical significance. This means that there is a high level of confidence that the two groups are different.

[2] For scale indicators, a higher value indicates a more favourable rating. For example, for Scale 3-1, a value of "2.91" is more favourable, or positive, than a value of "2.11"

[3] The "Index" value for each indicator is the value of one cohort group divided by the value of the other group. A value of "1.00" means that the two groups are equivalent. Indicator index values that are greater than "1.00" result when the left cohort group's value is greater than the right cohort group's value. Please note that all calculations use non-rounded cell numbers; rounding occurs only in the presentation of figures.

[4] Relatively small sample size, interpret result with caution.

n/a Not applicable or any value smaller than 3%.

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Table 14: 1997 Students Attempting to Transfer Credits from Arts and Sciences Programs - Had Transfer Problem vs Did Not Have Transfer Problem

		INDICATOR[1,2]		VALUES				INDEX[3]
				Arts&Sci Programs, Transfer Prob		Arts&Sci Programs, No Transfer Prob		
				Value	N	Value	N	
Further Studies	Of Resp	Attended Further Studies at a Different Institution	%	100%	444	100%	2,378	1.00
		Currently Studying	%	90%	398	86%	2,050	1.04
Sending Institutions	Of Respondents	From Technical/Institute (Sending)	%	0%	1 [4]	0%	4 [4]	n/a
		From University College (Sending)	%	43%	190	40%	947	1.07
		From Urban College (Sending)	%	46%	205	49%	1,156	0.95
		From Rural College (Sending)	%	11%	48	11%	271	0.95
		From Another Institution (Sending)	%	0%	0	0%	0	n/a
		GPA	Average	2.86	442	2.91	2,370	0.98
		GPA <=2.4	%	11%	49	8%	180	1.46
		GPA >2.4, <=2.7	%	28%	122	26%	613	1.07
		GPA >2.7, <=3.1	%	34%	152	37%	871	0.94
		GPA >3.1	%	27%	119	30%	706	0.90
		Credits	Average	**53.29**	**444**	**49.64**	**2,375**	**1.07**
		Credits <=24	%	4%	18	4%	105	0.92
		Credits >24, <=36	%	**20%**	**91**	**27%**	**649**	**0.75**
		Credits >36, <=60	%	46%	206	46%	1,096	1.01
		Credits >60	%	**29%**	**129**	**22%**	**525**	**1.31**
Receiving Institutions	Of Respondents Who Attended Further Studies	Tried to Transfer	%	100%	444	100%	2,378	1.00
		To BC Technical/Institute (Receiving)	%	1%	6 [4]	4%	95	n/a
		To BC University College (Receiving)	%	4%	19	4%	106	0.96
		To BC Urban College (Receiving)	%	4%	16	3%	66	n/a
		To BC Rural College (Receiving)	%	1%	3 [4]	1%	23	n/a
		To BC University (Receiving)	%	79%	349	80%	1,888	0.99
		To Out or BC University (Receiving)	%	**8%**	**36**	**5%**	**113**	**1.70**
		To Another Institution (Receiving)	%	3%	15	3%	83	0.97
Continuing Education Outcomes	Of Tried Transf	Experienced Transfer Problems	%	100%	444	0%	0	n/a
	Of Had Transfer Problem	All Courses Were Accepted	%	25%	105	n/a	n/a	n/a
		1 or 2 Courses Were Not Accepted	%	38%	160	n/a	n/a	n/a
		3 to 5 Courses Were Not Accepted	%	26%	109	n/a	n/a	n/a
		6 or More Courses Were Not Accepted	%	10%	42	n/a	n/a	n/a
		None of the Courses Were Transferred	%	1%	4 [4]	n/a	n/a	n/a
		Some Courses Didn't Transfer	%	83%	364	n/a	n/a	n/a
		Delay or Other Difficulty in Submitting Transcripts	%	18%	77	n/a	n/a	n/a
		Getting an Assessment of Transfer Took a Long Time to Complete	%	26%	111	n/a	n/a	n/a
		Original Courses or Program Were Not Designed for Transfer	%	45%	187	n/a	n/a	n/a
		Had Completed More Credits than Was Allowed to Transfer	%	30%	132	n/a	n/a	n/a
		Didn't Know or Understand Transfer Requirements	%	31%	131	n/a	n/a	n/a
		Received Unassigned Credit When Expected Specific Credit	%	47%	194	n/a	n/a	n/a
		Had to Repeat One or More Courses that Were Already Passed	%	32%	140	n/a	n/a	n/a
		Other Problems	%	24%	105	n/a	n/a	n/a
		Number of Transfer Problems Experienced	Average	3.25	444	n/a	n/a	n/a
		Extent to Which Transfer Was a Problem	Scale 5-1	3.25	443	n/a	n/a	n/a
		Poor or Insufficient ADVICE from OLD Institution	%	41%	177	n/a	n/a	n/a
		Slow or Inadequate SERVICE from OLD (Sending) Institution	%	21%	93	n/a	n/a	n/a
		Poor or Insufficient ADVICE from NEW Institution	%	32%	140	n/a	n/a	n/a
		Slow or Inadequate SERVICE from NEW (Receiving) Institution	%	25%	109	n/a	n/a	n/a
		Attempted to Transfer Credential (or All Courses) as One Whole Block	%	80%	339	n/a	n/a	n/a
	Of Transfer Block	Received All the Credits Expected For Block Transfer	%	42%	141	n/a	n/a	n/a
	Of Continued Studies	Relation Between Past and Further Studies	Scale 4-1	3.38	443	3.42	2,366	0.99
		Extent to Which Prepared for Further Study	Scale 4-1	**3.31**	**439**	**3.48**	**2,354**	**0.95**
		Total Number of Respondents			**444**		**2,378**	

Notes:

[1] The shading of an indicator means that the values have a statistical significance. This means that there is a high level of confidence that the two groups are different.

[2] For scale indicators, a higher value indicates a more favourable rating. For example, for Scale 3-1, a value of "2.91" is more favourable, or positive, than a value of "2.11".

[3] The "Index" value for each indicator is the value of one cohort group divided by the value of the other group. A value of "1.00" means that the two groups are equivalent. Indicator index values that are greater than "1.00" result when the left cohort group's value is greater than the right cohort group's value. Please note that all calculations use non-rounded cell numbers, rounding occurs only in the presentation of figures.

[4] Relatively small sample size, interpret result with caution.

n/a Not applicable or any value smaller than 3%.

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Table 14: 1997 Students Attempting to Transfer Credits from Arts and Sciences Programs - Had Transfer Problem vs Did Not Have Transfer Problem

		INDICATOR[1,2]		VALUES				INDEX[3]
				Arts&Sci Programs, Transfer Prob		Arts&Sci Programs, No Transfer Prob		
				Value	N	Value	N	
Skill Development	Satisfaction Level	Written Communication	Scale 3-1	2.43	423	2.50	2,236	0.97
		Oral Communication	Scale 3-1	2.31	373	2.34	1,989	0.99
		Teamwork	Scale 3-1	n/a	0	n/a	0	n/a
		Interpersonal Skills	Scale 3-1	2.45	409	2.48	2,173	0.99
		Analysis / Problem Solving	Scale 3-1	2.45	429	2.51	2,300	0.98
		Mathematics	**Scale 3-1**	**2.26**	**270**	**2.41**	**1,419**	**0.94**
		Use of Computers	**Scale 3-1**	**1.91**	**253**	**2.10**	**1,219**	**0.91**
		Use of Tools & Equipment	Scale 3-1	2.17	210	2.23	1,054	0.97
		Skills for Independent Learning	Scale 3-1	2.37	401	2.44	2,231	0.97
College Experience	Satisfaction Level	Quality of Teaching	Scale 3-1	2.69	444	2.73	2,373	0.99
		Organization of Program	**Scale 3-1**	**2.45**	**442**	**2.64**	**2,346**	**0.93**
		Practical Experience	**Scale 3-1**	**1.97**	**355**	**2.08**	**1,805**	**0.95**
		Textbooks & Learning Materials	**Scale 3-1**	**2.38**	**444**	**2.49**	**2,370**	**0.95**
		Library Materials	**Scale 3-1**	**2.08**	**433**	**2.23**	**2,310**	**0.93**
		Availability of Instructors Outside Class	Scale 3-1	2.67	437	2.74	2,298	0.97
		Computer Hardware and Software	**Scale 3-1**	**2.06**	**292**	**2.23**	**1,544**	**0.92**
		Equipment Other Than Computers	**Scale 3-1**	**2.18**	**268**	**2.28**	**1,366**	**0.95**
		Study Facilities on Campus	**Scale 3-1**	**2.19**	**430**	**2.36**	**2,276**	**0.93**
		Program and Career Counseling	**Scale 3-1**	**1.99**	**378**	**2.27**	**1,826**	**0.87**
		Places on Campus for Socializing	**Scale 3-1**	**2.07**	**422**	**2.21**	**2,228**	**0.94**
		Frequency of Activities with Other Students	Scale 4-1	2.99	442	2.97	2,371	1.01
		Program Work Load (5=Heavy)	Scale 5-1	3.25	444	3.19	2,368	1.02
Employment Outcomes	Of Resp	In the Labour Force (Have/Looking for Job)	%	75%	331	72%	1,704	1.04
		Employed	%	64%	285	63%	1,487	1.03
	Of Those in the Labour Force	In a Permanent Job (Got It After Studies	%	15%	50	19%	329	0.78
		Employed in a Non Training-Related Jot	%	67%	223	68%	1,151	1.00
		Employed in a Training-Related Jot	%	19%	62	20%	334	0.96
		Employed Full-Time (30 hrs or more weekly	%	54%	179	53%	908	1.01
		Employed Full-Time, Training-Relatec	%	13%	43	14%	234	0.95
		Employed Full-Time, non Training-Relatec	%	41%	136	40%	674	1.04
		Employed Part-Time	%	32%	106	34%	579	0.94
		Unemployed	%	14%	46	13%	217	1.09
	Of Empl FT	Gross Monthly Salary ($)	Average	$ 1,850	120	$ 1,900	608	0.98
		Gross Monthly Salary of Train-Rel Job ($)	Average	$ 2,350	27	$ 2,200	164	1.06
		Gross Monthly Salary of Non Train-Rel Job ($)	Average	$ 1,700	93	$ 1,800	443	0.96
Relation of Studies to Empl Outcomes	Of Very/ Somewhat Rel Job	Extent to Which Work is as Expectec	Scale 3-1	2.25	56	2.13	324	1.06
		How Job Ready	Scale 4-1	3.00	34	3.05	223	0.98
	Of Employed	**Usefulness of Training in Getting Jot**	**Scale 4-1**	**1.89**	**150**	**2.18**	**787**	**0.87**
		Usefulness of Training in Performing Job	Scale 4-1	2.08	284	2.13	1,469	0.98
		Total Number of Respondents			**444**		**2,378**	

Notes:

[1] The shading of an indicator means that the values have a statistical significance. This means that there is a high level of confidence that the two groups are different.

[2] For scale indicators, a higher value indicates a more favourable rating. For example, for Scale 3-1, a value of "2.91" is more favourable, or positive, than a value of "2.11"

[3] The "Index" value for each indicator is the value of one cohort group divided by the value of the other group. A value of "1.00" means that the two groups are equivalent. Indicator index values that are greater than "1.00" result when the left cohort group's value is greater than the right cohort group's value. Please note that all calculations use non-rounded cell numbers; rounding occurs only in the presentation of figures.

[4] Relatively small sample size, interpret result with caution.

n/a Not applicable or any value smaller than 3%.

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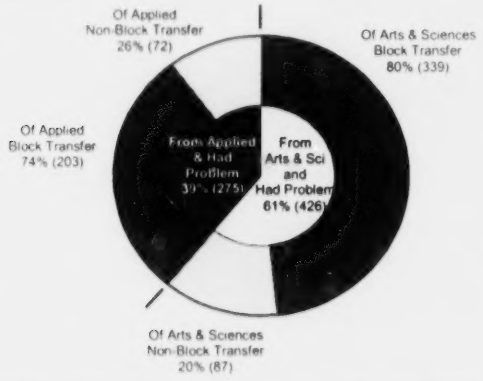
Block Transfer and Had Transfer Problems vs. Non-Block Transfer and Had Transfer Problems

Of the 724 students in the 1997 survey who had tried to transfer credits and experienced transfer-related problems, 701 answered the follow-up question "Did you attempt to transfer your original credential (or all completed course-work), as one whole block of credits towards your new (current) program (or field of study)". Over 77% (542) of these students answered "yes". In other words, the overwhelming majority of students who reported having transfer problems, encountered these problems while attempting to transfer one whole block of credits.

The distribution of responses to the question regarding the attempt to block transfer, depicted in Figure 11, was first split between students who had transfer problems and originally exited from either Applied programs or Arts and Sciences programs. These two program area cohorts were further divided between students who had transfer problems and had tried to transfer their original credential (or all completed course-work) as one whole block, and those that did not.

Figure 11 1997 Students with Transfer Problems by Program Type and Block Transfer vs. Non-Block Transfer


Of Applied Non-Block Transfer 26% (72)
Of Arts & Sciences Block Transfer 80% (339)
Of Applied Block Transfer 74% (203)
From Applied & Had Problem 39% (275)
From Arts & Sci and Had Problem 61% (426)
Of Arts & Sciences Non-Block Transfer 20% (87)

Note:

Of the 724 students who "Experienced Transfer Problems", 23 did not answer the question "Attempted to Transfer Credential (or All Course Credits) as One Whole Block", and were excluded from further analysis.

As highlighted previously in Table 2, the observation can be made that only 31% of the students who had (a) exited from Applied programs, (b) experienced transfer problems, and (c) attempted to transfer the original credential as one whole block, received all the credits expected. For similarly defined Arts and Sciences students, that proportion rises to 42%.

Table 15 and Figure 12 address the question, "To what extent did former Arts and Sciences students who transferred one whole block of credits experience problems differently, based on whether or not they attempted to transfer their original credential or all completed course-work as one whole block?"

Table 15 1997 Incidence of Problems: Arts and Sciences Students Transferring Whole Block vs. Arts and Sciences Students Not Transferring Whole Block

	Arts & Sciences Programs, Block Transfer			Arts & Sciences Programs, Non-Block		
	%	N	D	%	N	D
Some Courses Not Transferred	81%	272	336	88%	76	86
Received Unassigned Credit	47%	151	323	44%	35	79
Courses Not Designed for Transfer	43%	140	322	51%	41	81
Had More Credits than Needed	32%	107	335	22%	19	85
Had to Repeat Courses	31%	104	333	34%	29	85
Didn't Know Requirements	31%	103	327	28%	24	85
Long Assessment	27%	89	331	23%	19	84
Other Problems	24%	83	339	22%	19	87
Delay in Submitting Transcript	18%	60	337	16%	14	86

The most common transfer problem for students was the fact that some courses were not transferred: this being true for an average of four out of five students. The relative proportions of the block transfer cohort and its non-block transfer counterpart that cited each particular transfer problem were remarkable in that very little variance was observed between the two populations. Only one transfer problem, "Had Completed More Credits than Was Allowed to Transfer", produced any notable difference between block and non-block Arts and Sciences cohorts (32% and 22%, respectively) (Figure 12).

Figure 12 1997 Incidence of Problems: Arts and Sciences Students Transferring Whole Block vs. Arts and Sciences Students Not Transferring Whole Block

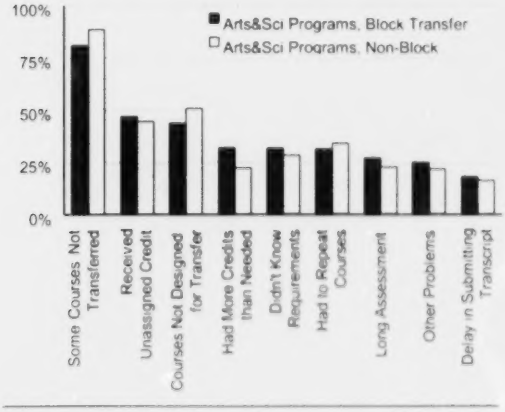


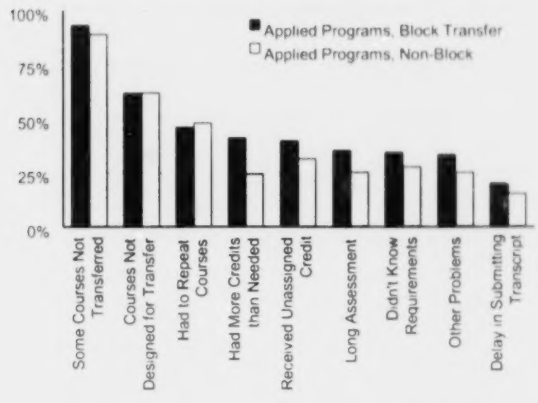
Table 16 and Figure 13 address the question, "To what extent did former Applied program students who transferred one whole block of credits experience problems differently, based on whether or not they attempted to transfer their original credential or all completed course-work as one whole block?"

Table 16 1997 Incidence of Problems: Applied Students Transferring Whole Block vs. Applied Students Not Transferring Whole Block

	Applied Programs, Block Transfer			Applied Programs, Non-Block		
	%	N	D	%	N	D
Some Courses Not Transferred	93%	187	201	89%	64	72
Courses Not Designed for Transfer	61%	118	192	62%	42	68
Had to Repeat Courses	46%	92	200	48%	34	71
Had More Credits than Needed	41%	78	191	24%	17	70
Received Unassigned Credit	40%	73	184	31%	21	67
Long Assessment	35%	69	196	25%	18	72
Didn't Know Requirements	34%	65	190	28%	19	69
Other Problems	33%	67	203	25%	18	72
Delay in Submitting Transcript	20%	40	201	15%	11	72

As was found for the Arts and Sciences cohort, the most common transfer problem for Applied students was the fact that some courses were not transferred: this being true for an average of nine out of ten students. The lack of variance between the degree block transfer and the non-block transfer cohorts cited each transfer problem paralleled previous results. Again, "Had Completed More Credits than Was Allowed to Transfer", produced the only notable difference between the Applied student cohorts (41% and 24%, respectively) (Figure 13).

Figure 13 1997 Incidence of Problems: Applied Students Transferring Whole Block vs. Applied Students Not Transferring Whole Block



To summarise, within the population of students experiencing transfer problems, two groups were compared: the block transfer students experiencing transfer problems and the non-block transfer students experiencing transfer problems. Comparisons between these two cohorts were done within the two program types used throughout the study: the Applied Program type, and the Arts and Sciences Program type.

Detailed survey results for all the indicators were restricted to the 1997 data set, and are presented in Table 17 for the cohort of students who had originally exited from Applied Programs, and in Table 18 for the cohort of students who had originally exited from Arts and Sciences Programs.

For the 1997 data set, a number of large index value differences existed in the type of transfer problems experienced between those that attempted to transfer their original credential as one whole block of credits, and those that did not. However, few of the differences proved statistically significant because of the small sample size of the non-block cohort. For the group of students who continued their studies but encountered one or more transfer-related problem, statistically significant differences were limited to the following:

- For either the Applied or the Arts and Sciences cohort, the "Relationship Between Past and Further Studies" was stronger for students who attempted to transfer their original credential or all their completed course-work as one whole block, than it was for those that did not attempt to block transfer. For both the Arts and Sciences cohort and the Applied cohort, it is a factor of about 10% better (index values of 1.09 and 1.13, respectively) (Table 17 and Table 18).
- The "Extent to Which Transfer Was a Problem" was greater for the block transfer Applied student cohort than it was for the non-block transfer Applied student cohort (index value of 1.18) (Table 17).
- The "Number of Transfer Problems Experienced" was greater for the block transfer Applied student cohort than it was for the non-block transfer Applied student cohort (index value of 1.15) (Table 17).

Table 17: 1997 Students Experiencing Transfer Problems from Applied Programs - Block Transfer Students Experiencing Transfer Problems vs Non-Block Transfer Students Experiencing Transfer Problems

	INDICATOR[1,2]		VALUES				INDEX[3]
			Applied Programs, Block Transfer		Applied Programs, Non-Block		
			Value	N	Value	N	
Survey Year	1995 Survey	%	0%	0	0%	0	n/a
	1996 Survey	%	0%	0	0%	0	n/a
	1997 Survey	%	100%	203	100%	72	1.00
Program of Studies	In Applied Programs	%	100%	203	100%	72	n/a
	In Applied Program: 0-6 Months	%	3%	6 *	3%	2 *	n/a
	In Applied Program: 7-12 Months	%	15%	30	17%	12	0.89
	In Applied Program: 13-36 Months	%	79%	161	78%	56	1.02
	In Applied Program: Upper Division	%	2%	5 *	3%	2 *	n/a
	In Arts and Sciences Programs	%	0%	0	0%	0	n/a
	In Arts Program: Lower Division	%	0%	0	0%	0	n/a
	In Arts Program: Upper Division	%	0%	0	0%	0	n/a
Aggregation of CIP Coded Programs	Arts and Sciences	%	0%	0	0%	0	n/a
	Business and Management	%	27%	55	42%	30	0.65
	Construction, Mechanical and Transportation	%	2%	4 *	3%	2 *	n/a
	Education and Library Science	%	8%	16	7%	5 *	1.13
	Engineering, Electronics, Computer Tech and Natural Resources	%	18%	36	18%	13	0.98
	Legal, Social, Home Economics, Hospitality and Service	%	13%	27	13%	9 *	1.06
	Nursing and Health	%	13%	26	7%	5 *	1.84
	Visual, Fine Arts and Communications	%	19%	39	11%	8 *	1.73
Attributes of Survey Respondents	Female	%	49%	98	51%	37	0.94
Demographics	Age at Time of Survey (Years)	Average	25.85	203	27.51	72	0.94
	Age <21	%	9%	19	6%	4 *	1.68
	Age <23, >=21	%	34%	70	35%	25	0.99
	Age <25, >=23	%	23%	47	19%	14	1.19
	Age >=25	%	33%	67	40%	29	0.82
	Disabled	%	0%	0	0%	0	n/a
	Visible Minority	%	5%	9 *	1%	1 *	n/a
	Aboriginal Only	%	5%	9 *	1%	1 *	n/a
Prev Educ	Previously Completed High School	%	94%	191	94%	68	1.00
	Previously Completed Certificate or Diploma	%	14%	29	10%	7 *	1.47
	Previously Completed Degree (University)	%	4%	9 *	10%	7 *	0.46
	Previously Completed Certificate, Diploma or Degree	%	18%	37	18%	13	1.01
Prev Work	Had Current Job Before/During Studies	%	32%	64	32%	23	0.99
	Related Work Experience Before/During	%	14%	29	18%	13	0.79
Reason for Enrolling / Leaving	Completed Requirements for Program Credential	%	64%	123	66%	47	0.96
	In a Cooperative Education Program (Student's Declaration Only)	%	15%	31	17%	12	0.92
	In a Cooperative Education Program (Student & MoEST Declaration)	%	5%	11	7%	5 *	0.78
Main Reason Enrolling	Job Skills	%	44%	89	54%	39	0.81
	Degree Attainment	%	23%	47	17%	12	1.40
	Degree Attainment and Job Skills	%	7%	14	10%	7 *	0.71
	Other Reason	%	26%	52	19%	14	1.32
Main Reason Leaving	Completed All the Credits I Could	%	63%	126	61%	43	1.05
	Changed Mind about Program/Job Goal	%	5%	10	8%	6 *	0.58
	Transferred to/Qualified for Admission	%	35%	70	24%	17	1.47
	Disappointed With Program	%	4%	8 *	6%	4 *	0.71
	Disappointed With Own Performance	%	1%	2 *	0%	0	n/a
	Got a Job	%	1%	2 *	1%	1 *	n/a
	Job Situation Changed	%	0%	0	1%	1 *	n/a
	Convenience (e.g. Transportation, Scheduling)	%	3%	5 *	3%	2 *	n/a
	Personal Circumstances	%	2%	4 *	1%	1 *	n/a
	Reasons for Leaving: Other	**%**	**7%**	**13**	**17%**	**12**	**0.39**
Overall Satisfaction	Main Reason for Enrolling Met	Scale 4-1	3.20	199	3.03	71	1.06
	Overall Satisfaction with Studies	Scale 4-1	3.04	203	2.96	72	1.03
	Total Number of Respondents			**203**		**72**	

Note:

[1] The shading of an indicator means that the values have a statistical significance. This means that there is a high level of confidence that the two groups are different.

[2] For scale indicators, a higher value indicates a more favourable rating. For example, for Scale 3-1, a value of "2.91" is more favourable, or positive, than a value of "2.11"

[3] The "Index" value for each indicator is the value of one cohort group divided by the value of the other group. A value of "1.00" means that the two groups are equivalent. Indicator index values that are greater than "1.00" result when the left cohort group's value is greater than the right cohort group's value. Please note that all calculations use non-rounded cell numbers; rounding occurs only in the presentation of figures.

* Relatively small sample size, interpret result with caution.

n/a Not applicable or any value smaller than 3%.

Table 17: 1997 Students Experiencing Transfer Problems from Applied Programs - Block Transfer Students Experiencing Transfer Problems vs Non-Block Transfer Students Experiencing Transfer Problems

		INDICATOR[1,2]		VALUES				INDEX[3]
				Applied Programs, Block Transfer		Applied Programs, Non-Block		
				Value	N	Value	N	
Further Studies	Of Resp	Attended Further Studies at a Different Institution	%	100%	203	100%	72	1.00
		Currently Studying	%	88%	179	83%	60	1.06
Sending Institutions	Of Respondents	From Technical/Institute (Sending)	%	14%	29	21%	15	0.69
		From University College (Sending)	%	33%	68	33%	24	1.00
		From Urban College (Sending)	%	42%	86	36%	26	1.17
		From Rural College (Sending)	%	10%	20	10%	7 *	1.01
		From Another Institution (Sending)	%	0%	0	0%	0	n/a
		GPA	Average	3.03	190	3.01	68	1.00
		GPA <=2.4	%	5%	9 *	9%	6 *	0.54
		GPA >2.4, <=2.7	%	18%	34	21%	14	0.87
		GPA >2.7, <=3.1	%	36%	69	22%	15	1.65
		GPA >3.1	%	41%	78	49%	33	0.85
		Credits	Average	67.82	153	63.25	53	1.07
		Credits <=24	%	5%	8 *	2%	1 *	n/a
		Credits >24, <=36	%	8%	12	8%	4 *	1.04
		Credits >36, <=60	%	33%	51	38%	20	0.88
		Credits >60	%	54%	82	53%	28	1.01
Receiving Institutions	Of Respondents Who Attended Further Studies	Tried to Transfer	%	100%	203	100%	72	1.00
		To BC Technical/Institute (Receiving)	%	8%	17	8%	6 *	1.01
		To BC University College (Receiving)	%	7%	15	4%	3 *	1.78
		To BC Urban College (Receiving)	%	4%	9 *	11%	8 *	0.40
		To BC Rural College (Receiving)	%	0%	0	0%	0	n/a
		To BC University (Receiving)	%	59%	119	53%	38	1.12
		To Out or BC University (Receiving)	%	11%	23	6%	4 *	2.05
		To Another Institution (Receiving)	%	9%	19	18%	13	0.52
Continuing Education Outcomes	Of Tried Transf	Experienced Transfer Problems	%	100%	203	100%	72	n/a
	Of Had Transfer Problem	All Courses Were Accepted	%	12%	21	10%	7 *	1.14
		1 or 2 Courses Were Not Accepted	%	28%	51	28%	19	1.02
		3 to 5 Courses Were Not Accepted	%	29%	53	25%	17	1.18
		6 or More Courses Were Not Accepted	%	20%	37	25%	17	0.83
		None of the Courses Were Transferred	%	11%	20	13%	9 *	0.84
		Some Courses Didn't Transfer	%	93%	187	89%	64	1.05
		Delay or Other Difficulty in Submitting Transcripts	%	20%	40	15%	11	1.30
		Getting an Assessment of Transfer Took a Long Time to Complete	%	35%	69	25%	18	1.41
		Original Courses or Program Were Not Designed for Transfer	%	61%	118	62%	42	1.00
		Had Completed More Credits than Was Allowed to Transfer	%	41%	78	24%	17	1.68
		Didn't Know or Understand Transfer Requirements	%	34%	65	28%	19	1.24
		Received Unassigned Credit When Expected Specific Credit	%	40%	73	31%	21	1.27
		Had to Repeat One or More Courses that Were Already Passed	%	46%	92	48%	34	0.96
		Other Problems	%	33%	67	25%	18	1.32
		Number of Transfer Problems Experienced	**Average**	**3.89**	**203**	**3.39**	**72**	**1.15**
		Extent to Which Transfer Was a Problem	**Scale 5-1**	**3.60**	**202**	**3.06**	**71**	**1.18**
		Poor or Insufficient ADVICE from OLD Institution	%	38%	75	21%	15	1.79
		Slow or Inadequate SERVICE from OLD (Sending) Institution	%	20%	40	18%	13	1.08
		Poor or Insufficient ADVICE from NEW Institution	**%**	**53%**	**107**	**33%**	**24**	**1.59**
		Slow or Inadequate SERVICE from NEW (Receiving) Institution	%	37%	74	23%	16	1.65
	Of Transfer Block	Attempted to Transfer Credential (or All Courses) as One Whole Block	%	100%	203	0%	0	n/a
		Received All the Credits Expected For Block Transfer	%	31%	60	0%	0	n/a
	Of Continued Studies	**Relation Between Past and Further Studies**	**Scale 4-1**	**3.55**	**201**	**3.15**	**71**	**1.13**
		Extent to Which Prepared for Further Study	Scale 4-1	3.25	196	3.13	70	1.04
		Total Number of Respondents			**203**		**72**	

Notes:

[1] The shading of an indicator means that the values have a statistical significance. This means that there is a high level of confidence that the two groups are different.

[2] For scale indicators, a higher value indicates a more favourable rating. For example, for Scale 3-1, a value of "2.91" is more favourable, or positive, than a value of "2.11"

[3] The "Index" value for each indicator is the value of one cohort group divided by the value of the other group. A value of "1.00" means that the two groups are equivalent. Indicator index values that are greater than "1.00" result when the left cohort group's value is greater than the right cohort group's value. Please note that all calculations use non-rounded cell numbers, rounding occurs only in the presentation of figures.

* Relatively small sample size, interpret result with caution.

n/a Not applicable or any value smaller than 3%.

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Table 17: 1997 Students Experiencing Transfer Problems from Applied Programs - Block Transfer Students Experiencing Transfer Problems vs Non-Block Transfer Students Experiencing Transfer Problems

		INDICATOR[1,2]		VALUES				INDEX[3]
				Applied Programs, Block Transfer		Applied Programs, Non-Block		
				Value	N	Value	N	
Skill Development	Satisfaction Level	Written Communication	Scale 3-1	2.36	170	2.34	62	1.01
		Oral Communication	Scale 3-1	2.43	169	2.38	63	1.02
		Teamwork	Scale 3-1	n/a	0	n/a	0	n/a
		Interpersonal Skills	Scale 3-1	2.60	196	2.54	67	1.03
		Analysis / Problem Solving	Scale 3-1	2.51	197	2.61	71	0.96
		Mathematics	Scale 3-1	2.25	129	2.23	57	1.01
		Use of Computers	Scale 3-1	2.08	132	2.31	59	0.90
		Use of Tools & Equipment	Scale 3-1	2.33	142	2.18	50	1.07
		Skills for Independent Learning	Scale 3-1	2.46	188	2.35	69	1.05
College Experience	Satisfaction Level	Quality of Teaching	Scale 3-1	2.59	202	2.61	71	1.00
		Organization of Program	Scale 3-1	2.33	202	2.34	71	1.00
		Practical Experience	Scale 3-1	2.22	178	2.14	63	1.04
		Textbooks & Learning Materials	Scale 3-1	2.34	202	2.42	72	0.97
		Library Materials	Scale 3-1	2.13	182	2.03	67	1.05
		Availability of Instructors Outside Class	Scale 3-1	2.55	195	2.62	71	0.97
		Computer Hardware and Software	Scale 3-1	2.14	148	2.14	58	1.00
		Equipment Other Than Computers	Scale 3-1	2.28	142	2.15	55	1.06
		Study Facilities on Campus	Scale 3-1	2.26	188	2.22	64	1.02
		Program and Career Counseling	Scale 3-1	2.13	158	2.17	54	0.98
		Places on Campus for Socializing	Scale 3-1	2.25	187	2.19	64	1.03
		Frequency of Activities with Other Students	Scale 4-1	3.21	199	3.10	71	1.03
		Program Work Load (5=Heavy)	Scale 5-1	3.64	203	3.39	72	1.07
Employment Outcomes	Of Resp	In the Labour Force (Have/Looking for Job)	%	77%	157	82%	59	0.94
		Employed	%	68%	138	74%	53	0.92
	Of Those in the Labour Force	In a Permanent Job (Got It After Studies	%	25%	40	31%	18	0.84
		Employed in a Non Training-Related Jot	%	39%	62	36%	21	1.11
		Employed in a Training-Related Jot	%	48%	76	54%	32	0.89
		Employed Full-Time (30 hrs or more weekly	%	68%	107	66%	39	1.03
		Employed Full-Time, Training-Relatec	%	39%	61	46%	27	0.85
		Employed Full-Time, non Training-Relatec	%	29%	46	20%	12	1.44
		Employed Part-Time	%	20%	31	24%	14	0.83
		Unemployed	%	12%	19	10%	6 *	1.19
	Of Empl FT	Gross Monthly Salary ($)	Average	$ 2,150	70	$ 2,550	26	0.84
		Gross Monthly Salary of Train-Rel Job ($)	Average	$ 2,500	39	$ 2,800	16	0.89
		Gross Monthly Salary of Non Train-Rel Job ($)	Average	$ 1,750	31	$ 2,200	10	0.79
Relation of Studies to Empl Outcomes	Of Very/ Somewhat Rel Job	Extent to Which Work is as Expectec	Scale 3-1	2.33	75	2.22	32	1.05
		How Job Ready	Scale 4-1	3.17	40	3.45	20	0.92
	Of Employed	Usefulness of Training in Getting Jot	Scale 4-1	2.76	74	2.97	30	0.93
		Usefulness of Training in Performing Job	Scale 4-1	2.74	136	2.74	53	1.00
		Total Number of Respondents			203		72	

Note:

[1] The shading of an indicator means that the values have a statistical significance. This means that there is a high level of confidence that the two groups are different.

[2] For scale indicators, a higher value indicates a more favourable rating. For example, for Scale 3-1, a value of "2.91" is more favourable, or positive, than a value of "2.11"

[3] The "Index" value for each indicator is the value of one cohort group divided by the value of the other group. A value of "1.00" means that the two groups are equivalent. Indicator index values that are greater than "1.00" result when the left cohort group's value is greater than the right cohort group's value. Please note that all calculations use non-rounded cell numbers; rounding occurs only in the presentation of figures.

* Relatively small sample size, interpret result with caution.

n/a Not applicable or any value smaller than 3%.

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Table 18: 1997 Students Experiencing Transfer Problems from Arts and Sciences Programs - Block Transfer Students Experiencing Transfer Problems vs Non-Block Transfer Students Experiencing Transfer Problems

	INDICATOR[1,2]		VALUES				INDEX[3]
			Arts&Sci Programs, Block Transfer		Arts&Sci Programs, Non-Block		
			Value	N	Value	N	
Survey Year	1995 Survey	%	0%	0	0%	0	n/a
	1996 Survey	%	0%	0	0%	0	n/a
	1997 Survey	%	100%	339	100%	87	1.00
Program of Studies	In Applied Programs	%	0%	0	0%	0	n/a
	In Applied Program, 0-6 Months	%	0%	0	0%	0	n/a
	In Applied Program, 7-12 Months	%	0%	0	0%	0	n/a
	In Applied Program, 13-36 Months	%	0%	0	0%	0	n/a
	In Applied Program, Upper Division	%	0%	0	0%	0	n/a
	In Arts and Sciences Programs	%	100%	339	100%	87	n/a
	In Arts Program, Lower Division	%	98%	331	98%	85	1.00
	In Arts Program, Upper Division	%	2%	8 *	2%	2 *	n/a
	Aggregation of CIP Coded Programs: Arts and Sciences	%	100%	339	100%	87	1.00
	Business and Management	%	0%	0	0%	0	n/a
	Construction, Mechanical and Transportation	%	0%	0	0%	0	n/a
	Education and Library Science	%	0%	0	0%	0	n/a
	Engineering, Electronics, Computer Tech and Natural Resources	%	0%	0	0%	0	n/a
	Legal, Social, Home Economics, Hospitality and Service	%	0%	0	0%	0	n/a
	Nursing and Health	%	0%	0	0%	0	n/a
	Visual, Fine Arts and Communications	%	0%	0	0%	0	n/a
Attributes of Survey Respondents	Demographics: Female	%	62%	211	60%	52	1.04
	Age at Time of Survey (Years)	Average	24.65	339	24.32	87	1.01
	Age <21	%	19%	64	18%	16	1.03
	Age <23, >=21	%	38%	128	37%	32	1.03
	Age <25, >=23	%	17%	57	20%	17	0.86
	Age >=25	%	27%	90	25%	22	1.05
	Disabled	%	0%	0	0%	0	n/a
	Visible Minority	%	1%	5 *	1%	1 *	n/a
	Aboriginal Only	%	1%	5 *	1%	1 *	n/a
	Prev Educ: Previously Completed High School	%	96%	324	95%	83	1.00
	Previously Completed Certificate or Diploma	%	5%	17	10%	9 *	0.48
	Previously Completed Degree (University)	%	1%	4 *	0%	0	n/a
	Previously Completed Certificate, Diploma or Degree	%	6%	19	10%	9 *	0.54
	Prev Work: Had Current Job Before/During Studies	%	30%	103	30%	26	1.02
	Related Work Experience Before/During	%	18%	60	14%	12	1.28
	Completed Requirements for Program Credential	%	30%	100	14%	12	2.13
	In a Cooperative Education Program (Student's Declaration Only)	%	3%	10	5%	4 *	n/a
	In a Cooperative Education Program (Student & MoEST Declaration)	%	0%	0	0%	0	n/a
Reason for Enrolling / Leaving	Main Reason Enrolling: Job Skills	%	15%	50	20%	17	0.76
	Degree Attainment	%	47%	159	40%	34	1.20
	Degree Attainment and Job Skills	%	10%	32	9%	8 *	1.03
	Other Reason	%	28%	94	31%	27	0.89
	Main Reason Leaving: Completed All the Credits I Could	%	31%	105	24%	21	1.29
	Changed Mind about Program/Job Goal	%	4%	15	8%	7 *	0.55
	Transferred to/Qualified for Admission	%	73%	246	69%	60	1.06
	Disappointed With Program	%	4%	14	6%	5 *	0.72
	Disappointed With Own Performance	%	0%	1 *	3%	3 *	n/a
	Got a Job	%	0%	0	0%	0	n/a
	Job Situation Changed	%	0%	0	0%	0	n/a
	Convenience (e.g. Transportation, Scheduling)	%	1%	5 *	5%	4 *	n/a
	Personal Circumstances	%	3%	9 *	7%	6 *	n/a
	Reasons for Leaving, Other	%	11%	37	6%	5 *	1.90
Overall Satis-faction	Main Reason for Enrolling Met	Scale 4-1	3.28	338	2.95	83	1.11
	Overall Satisfaction with Studies	Scale 4-1	3.17	338	2.98	87	1.07
	Total Number of Respondents			339		87	

Notes:

[1] The shading of an indicator means that the values have a statistical significance. This means that there is a high level of confidence that the two groups are different.

[2] For scale indicators, a higher value indicates a more favourable rating. For example, for Scale 3-1, a value of "2.91" is more favourable, or positive, than a value of "2.11"

[3] The "Index" value for each indicator is the value of one cohort group divided by the value of the other group. A value of "1.00" means that the two groups are equivalent. Indicator index values that are greater than "1.00" result when the left cohort group's value is greater than the right cohort group's value. Please note that all calculations use non-rounded cell numbers; rounding occurs only in the presentation of figures.

* Relatively small sample size, interpret result with caution.

n/a Not applicable or any value smaller than 3%.

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Table 18: 1997 Students Experiencing Transfer Problems from Arts and Sciences Programs - Block Transfer Students Experiencing Transfer Problems vs Non-Block Transfer Students Experiencing Transfer Problems

		INDICATOR[1,2]		VALUES				INDEX[3]
				Arts&Sci Programs, Block Transfer		Arts&Sci Programs, Non-Block		
				Value	N	Value	N	
Further Studies	Of Resp	Attended Further Studies at a Different Institution	%	100%	339	100%	87	1.00
		Currently Studying	%	91%	307	86%	75	1.05
Sending Institutions	Of Respondents	From Technical/Institute (Sending)	%	0%	1 *	0%	0	n/a
		From University College (Sending)	%	41%	139	47%	41	0.87
		From Urban College (Sending)	%	49%	166	37%	32	1.33
		From Rural College (Sending)	%	10%	33	16%	14	0.60
		From Another Institution (Sending)	%	0%	0	0%	0	n/a
		GPA	Average	2.88	337	2.75	87	1.05
		GPA <=2.4	%	9%	31	17%	15	0.53
		GPA >2.4, <=2.7	%	28%	95	26%	23	1.07
		GPA >2.7 <=3.1	%	33%	112	40%	35	0.83
		GPA >3.1	%	29%	99	16%	14	1.83
		Credits	Average	53.42	339	51.57	87	1.04
		Credits <=24	%	4%	14	5%	4 *	0.90
		Credits >24, <=36	%	19%	66	24%	21	0.81
		Credits >36, <=60	%	47%	158	48%	42	0.97
		Credits >60	%	30%	101	23%	20	1.30
Receiving Institutions	Of Respondents Who Attended Further Studies	Tried to Transfer	%	100%	339	100%	87	1.00
		To BC Technical/Institute (Receiving)	%	1%	3 *	3%	3 *	n/a
		To BC University College (Receiving)	%	5%	17	2%	2 *	n/a
		To BC Urban College (Receiving)	%	3%	11	6%	5 *	0.56
		To BC Rural College (Receiving)	%	0%	1 *	2%	2 *	n/a
		To BC University (Receiving)	%	80%	270	72%	63	1.10
		To Out or BC University (Receiving)	%	8%	28	9%	8 *	0.90
		To Another Institution (Receiving)	%	3%	9 *	5%	4 *	n/a
Continuing Education Outcomes	Of Tried Transf	Experienced Transfer Problems	%	100%	339	100%	87	n/a
	Of Had Transfer Problem	All Courses Were Accepted	%	27%	89	18%	14	1.52
		1 or 2 Courses Were Not Accepted	%	36%	116	46%	36	0.77
		3 to 5 Courses Were Not Accepted	%	26%	86	26%	20	1.03
		6 or More Courses Were Not Accepted	%	10%	33	8%	6 *	1.32
		None of the Courses Were Transferred	%	1%	2 *	3%	2 *	n/a
		Some Courses Didn't Transfer	%	81%	272	88%	76	0.92
		Delay or Other Difficulty in Submitting Transcripts	%	18%	60	16%	14	1.09
		Getting an Assessment of TransferTook a Long Time to Complete	%	27%	89	23%	19	1.19
		Original Courses or Program Were Not Designed for Transfer	%	43%	140	51%	41	0.86
		Had Completed More Credits than Was Allowed to Transfer	%	32%	107	22%	19	1.43
		Didn't Know or Understand Transfer Requirements	%	31%	103	28%	24	1.12
		Received Unassigned Credit When Expected Specific Credit	%	47%	151	44%	35	1.06
		Had to Repeat One or More Courses that Were Already Passed	%	31%	104	34%	29	0.92
		Other Problems	%	24%	83	22%	19	1.12
		Number of Transfer Problems Experienced	Average	3.27	339	3.17	87	1.03
		Extent to Which Transfer Was a Problem	Scale 5-1	3.30	338	3.09	87	1.07
		Poor or Insufficient ADVICE from OLD Institution	%	43%	142	36%	30	1.19
		Slow or Inadequate SERVICE from OLD (Sending) Institution	%	21%	69	26%	22	0.78
		Poor or Insufficient ADVICE from NEW Institution	%	34%	114	26%	22	1.33
		Slow or Inadequate SERVICE from NEW (Receiving) Institution	%	26%	88	19%	16	1.40
		Attempted to Transfer Credential (or All Courses) as One Whole Block	%	100%	339	0%	0	n/a
	Of Transfer Block	Received All the Credits Expected For Block Transfer	%	42%	141	0%	0	n/a
	Of Continued Studies	Relation Between Past and Further Studies	Scale 4-1	3.44	338	3.16	87	1.09
		Extent to Which Prepared for Further Study	Scale 4-1	3.34	335	3.15	86	1.06
		Total Number of Respondents			339		87	

Notes:

[1] The shading of an indicator means that the values have a statistical significance. This means that there is a high level of confidence that the two groups are different.

[2] For scale indicators, a higher value indicates a more favourable rating. For example, for Scale 3-1, a value of "2.91" is more favourable, or positive, than a value of "2.11".

[3] The "Index" value for each indicator is the value of one cohort group divided by the value of the other group. A value of "1.00" means that the two groups are equivalent. Indicator index values that are greater than "1.00" result when the left cohort group's value is greater than the right cohort group's value. Please note that all calculations use non-rounded cell numbers; rounding occurs only in the presentation of figures.

* Relatively small sample size, interpret result with caution.

n/a Not applicable or any value smaller than 3%.

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Table 18: 1997 Students Experiencing Transfer Problems from Arts and Sciences Programs - Block Transfer Students Experiencing Transfer Problems vs Non-Block Transfer Students Experiencing Transfer Problems

		INDICATOR[1,2]		VALUES				INDEX[3]
				Arts&Sci Programs, Block Transfer		Arts&Sci Programs, Non-Block		
				Value	N	Value	N	
Skill Development	Satisfaction Level	Written Communication	Scale 3-1	2.42	328	2.50	78	0.97
		Oral Communication	Scale 3-1	2.34	291	2.27	67	1.03
		Teamwork	Scale 3-1	n/a	0	n/a	0	n/a
		Interpersonal Skills	Scale 3-1	2.45	317	2.45	76	1.00
		Analysis / Problem Solving	Scale 3-1	2.45	334	2.46	79	1.00
		Mathematics	Scale 3-1	2.25	204	2.24	55	1.01
		Use of Computers	Scale 3-1	1.89	191	1.98	54	0.95
		Use of Tools & Equipment	**Scale 3-1**	**2.20**	**157**	**2.02**	**44**	**1.09**
		Skills for Independent Learning	Scale 3-1	2.37	305	2.33	78	1.01
College Experience	Satisfaction Level	Quality of Teaching	Scale 3-1	2.70	339	2.63	87	1.03
		Organization of Program	**Scale 3-1**	**2.49**	**338**	**2.24**	**86**	**1.11**
		Practical Experience	Scale 3-1	1.95	276	2.03	65	0.96
		Textbooks & Learning Materials	Scale 3-1	2.40	339	2.33	87	1.03
		Library Materials	Scale 3-1	2.08	331	2.12	84	0.98
		Availability of Instructors Outside Class	Scale 3-1	2.69	336	2.59	85	1.04
		Computer Hardware and Software	Scale 3-1	2.05	223	2.12	60	0.97
		Equipment Other Than Computers	Scale 3-1	2.16	206	2.20	51	0.98
		Study Facilities on Campus	Scale 3-1	2.19	327	2.25	85	0.97
		Program and Career Counseling	Scale 3-1	2.00	287	1.97	75	1.01
		Places on Campus for Socializing	Scale 3-1	2.09	320	2.01	86	1.04
		Frequency of Activities with Other Students	Scale 4-1	2.98	338	3.03	86	0.98
		Program Work Load (5=Heavy)	Scale 5-1	3.22	339	3.29	87	0.98
Employment Outcomes	Of Resp	In the Labour Force (Have/Looking for Job)	%	75%	255	76%	66	0.99
		Employed	%	65%	221	63%	55	1.03
	Of Those in the Labour Force	In a Permanent Job (Got It After Studies	%	16%	41	11%	7 *	1.52
		Employed in a Non Training-Related Job	%	69%	175	62%	41	1.10
		Employed in a Training-Related Job	%	18%	46	21%	14	0.85
		Employed Full-Time (30 hrs or more weekly	%	55%	139	53%	35	1.03
		Employed Full-Time, Training-Relatec	%	13%	34	12%	8 *	1.10
		Employed Full-Time, non Training-Relatec	%	41%	105	41%	27	1.01
		Employed Part-Time	%	32%	82	30%	20	1.06
		Unemployed	%	13%	34	17%	11	0.80
	Of Empl FT	Gross Monthly Salary ($)	Average	$ 1,800	94	$ 2,000	23	0.91
		Gross Monthly Salary of Train-Rel Job ($)	Average	$ 2,200	20	$ 2,750	7	0.80
		Gross Monthly Salary of Non Train-Rel Job ($)	Average	$ 1,700	74	$ 1,650	16	1.03
Relation of Studies to Empl Outcomes	Of Very/ Somewhat Rel Job	Extent to Which Work is as Expectec	Scale 3-1	2.33	42	1.92	13	1.21
		How Job Ready	Scale 4-1	3.11	28	2.60	5	1.20
	Of Employed	Usefulness of Training in Getting Job	Scale 4-1	1.94	116	1.72	29	1.13
		Usefulness of Training in Performing Job	Scale 4-1	2.11	220	2.00	55	1.05
		Total Number of Respondents			339		87	

Notes:

[1] The shading of an indicator means that the values have a statistical significance. This means that there is a high level of confidence that the two groups are different.

[2] For scale indicators, a higher value indicates a more favourable rating. For example, for Scale 3-1, a value of "2.91" is more favourable, or positive, than a value of "2.11"

[3] The "Index" value for each indicator is the value of one cohort group divided by the value of the other group. A value of "1.00" means that the two groups are equivalent. Indicator index values that are greater than "1.00" result when the left cohort group's value is greater than the right cohort group's value. Please note that all calculations use non-rounded cell numbers; rounding occurs only in the presentation of figures.

* Relatively small sample size, interpret result with caution

n/a Not applicable or any value smaller than 3%.

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Encountered Transfer Problems Only at the Old Institution vs. Problems Only at the New Institution

Of the 724 students in the 1997 survey who had tried to transfer credits and experienced at least one transfer-related problem, 697 provided an indication of whether the problems encountered originated at the Old (Sending) and/or the New (Receiving) institution. For 21% of these students, problems were encountered at both the Old and New institutions. Table 19 presents the incidence of the problems cited.

Table 19 1997 Incidence of Problems: Students Experiencing Problems at Old vs. at New Institution

	No Problem at New Institution	Slow Service New	Poor Advice New	Both Problem Types at New	No Answer	Grand Total
No Problem at Old Institution	213	**26**	**62**	**83**	2	386
Slow Service Old	21	10	7	11	0	49
Poor Advice Old	103	8	32	27	0	170
Both Problem Types at Old	46	8	21	23	0	98
No Answer	7	2	3	5	4	21
Grand Total	390	54	125	149	6	724

Within the population of students experiencing transfer problems, two groups were compared: the 170 students experiencing transfer problems (Slow Service and/or Poor Advice) only at the Old institution, versus the 171 students experiencing transfer problems (Slow Service and/or Poor Advice) only at the New institution. Indicator comparisons were restricted to the 1997 data set.

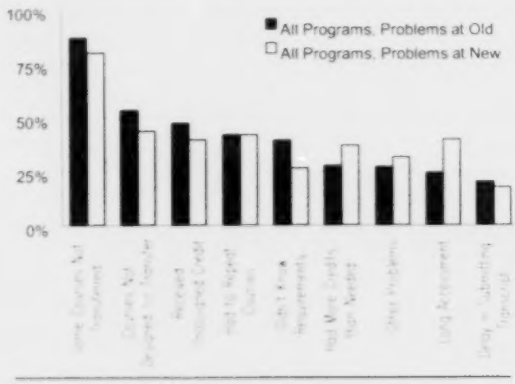
Table 20 and Figure 14 contrast the incidence of problems experienced only at Old institutions with problems experienced only at New institutions.

Table 20 1997 Incidence of Problems: Students Experiencing Problems Only at Old vs. Only at New Institution

	All Programs. Problems at Old			All Programs. Problems at New		
	%	N	D	%	N	D
Some Courses Did Not Transfer	87%	148	170	80%	134	170
Courses Not Designed for Transfer	53%	86	161	44%	71	161
Received Unassigned Credit	47%	76	161	40%	63	161
Had to Repeat Courses	42%	71	169	42%	70	169
Didn't Know Requirements	40%	65	164	27%	43	164
Had More Credits than Needed	28%	46	166	37%	61	166
Other Problems	27%	46	170	32%	54	170
Long Assessment	24%	40	164	40%	66	164
Delay in Submitting Transcript	20%	34	168	18%	30	168

For either cohort, the transfer problem cited most often was the fact that some courses didn't transfer. A higher proportion of students citing problems at the Old institution said that they didn't know the requirements, than did students citing problems at the New institution (40% and 27%) (Table 20).

Figure 14 1997 Incidence of Problems: Students Experiencing Problems at Old vs. New Institution



Detailed indicator results for all programs are presented in Table 21. Drilldown analyses by program type were not produced due to the small program type sample sizes involved. Nevertheless, a number of significant differences were revealed:

- The majority of students experiencing Slow Service and Poor Advice only at an Old institution, originally exited from Arts and Sciences programs (75% contrasted with 50% of those that had Slow Service and Poor Advice only at a New institution (Table 21).
- A higher proportion of students experiencing problems only at a New institution had previously completed a certificate, degree or diploma (18% contrasted with 5% of those with problems only at an Old institution) (Table 21).
- A higher percentage of students experiencing problems only at a New institution completed the requirements for their program credential, compared to those who experienced problems only at an Old institution (48% vs. 30%).
- Students with problems only at an Old institution had lower average GPAs than students experiencing problems only at a New institution (index value of 0.92) (Table 21).

Table 21: 1997 Students Experiencing Transfer Problems from All Programs - Students Experiencing Transfer Problems Only at OLD Institution (Service and Advice) vs Only at NEW Institution

	INDICATOR[1,2]		VALUES				INDEX[3]
			All Programs, Problems at Old		All Programs, Problems at New		
			Value	N	Value	N	
Survey Year	1995 Survey	%	0%	0	0%	0	n/a
	1996 Survey	%	0%	0	0%	0	n/a
	1997 Survey	%	100%	170	100%	171	1.00
Program of Studies	**In Applied Programs**	%	**28%**	47	**50%**	85	0.56
	In Applied Program, 0-6 Months	%	1%	2 *	2%	3 *	n/a
	In Applied Program, 7-12 Months	%	4%	6 *	10%	17	0.36
	In Applied Program, 13-36 Months	%	**22%**	37	**36%**	62	0.60
	In Applied Program, Upper Division	%	1%	2 *	1%	2 *	n/a
	In Arts and Sciences Programs	%	**72%**	123	**50%**	86	1.44
	In Arts Program, Lower Division	%	**71%**	120	**49%**	84	1.44
	In Arts Program, Upper Division	%	2%	3 *	1%	2 *	n/a
Aggregation of CIP Coded Programs	**Arts and Sciences**	%	**72%**	123	**50%**	86	1.44
	Business and Management	%	11%	19	15%	25	0.76
	Construction, Mechanical and Transportation	%	1%	1 *	1%	1 *	n/a
	Education and Library Science	%	3%	5 *	2%	4 *	n/a
	Engineering, Electronics, Computer Tech and Natural Resources	%	4%	6 *	9%	16	0.38
	Legal, Social, Home Economics, Hospitality and Service	%	5%	8 *	5%	9 *	0.89
	Nursing and Health	%	3%	5 *	7%	12	n/a
	Visual, Fine Arts and Communications	%	2%	3 *	11%	18	n/a
Attributes of Survey Respondents	Female	%	63%	107	53%	90	1.20
	Age at Time of Survey (Years)	Average	24.42	170	26.03	171	0.94
Demographics	Age <21	%	15%	26	15%	26	1.01
	Age <23, >=21	%	39%	66	33%	56	1.19
	Age <25, >=23	%	21%	35	18%	31	1.14
	Age >=25	%	25%	43	34%	58	0.75
	Disabled	%	0%	0	0%	0	n/a
	Visible Minority	%	2%	3 *	3%	5 *	n/a
	Aboriginal Only	%	2%	3 *	3%	5 *	n/a
Prev Educ	Previously Completed High School	%	97%	165	94%	161	1.03
	Previously Completed Certificate or Diploma	%	**4%**	7 *	**13%**	23	0.31
	Previously Completed Degree (University)	%	1%	2 *	5%	8 *	n/a
	Previously Completed Certificate, Diploma or Degree	%	**5%**	9 *	**18%**	30	0.30
Prev Work	Had Current Job Before/During Studies	%	34%	58	30%	52	1.12
	Related Work Experience Before/During	%	21%	35	13%	23	1.53
	Completed Requirements for Program Credential	%	**30%**	49	**48%**	79	0.63
	In a Cooperative Education Program (Student's Declaration Only)	%	8%	13	10%	17	0.77
	In a Cooperative Education Program (Student & MoEST Declaration)	%	2%	3 *	3%	5 *	n/a
Reason for Enrolling / Leaving	Job Skills	%	27%	46	32%	55	0.84
Main Reason Enrolling	Degree Attainment	%	38%	64	30%	51	1.26
	Degree Attainment and Job Skills	%	8%	13	7%	12	1.09
	Other Reason	%	27%	46	31%	52	0.89
Main Reason Leaving	Completed All the Credits I Could	%	35%	59	47%	80	0.75
	Changed Mind about Program/Job Goal	%	5%	9 *	3%	5 *	n/a
	Transferred to/Qualified for Admission	%	58%	97	58%	98	1.00
	Disappointed With Program	%	6%	10	3%	5 *	n/a
	Disappointed With Own Performance	%	1%	1 *	2%	3 *	n/a
	Got a Job	%	0%	0	0%	0	n/a
	Job Situation Changed	%	0%	0	0%	0	n/a
	Convenience (e.g. Transportation, Scheduling)	%	3%	5 *	4%	6 *	n/a
	Personal Circumstances	%	3%	5 *	4%	6 *	n/a
	Reasons for Leaving, Other	%	13%	21	9%	16	1.33
Overall Satisfaction	**Main Reason for Enrolling Met**	Scale 4-1	3.04	166	3.34	169	0.91
	Overall Satisfaction with Studies	Scale 4-1	2.91	169	3.32	171	0.88
	Total Number of Respondents			170		171	

Notes

[1] The shading of an indicator means that the values have a statistical significance. This means that there is a high level of confidence that the two groups are different.

[2] For scale indicators, a higher value indicates a more favourable rating. For example, for Scale 3-1, a value of "2.91" is more favourable, or positive, than a value of "2.11"

[3] The "Index" value for each indicator is the value of one cohort group divided by the value of the other group. A value of "1.00" means that the two groups are equivalent. Indicator index values that are greater than "1.00" result when the left cohort group's value is greater than the right cohort group's value. Please note that all calculations use non-rounded cell numbers; rounding occurs only in the presentation of figures.

* Relatively small sample size, interpret result with caution.

n/a Not applicable or any value smaller than 3%.

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Table 21: 1997 Students Experiencing Transfer Problems from All Programs - Students Experiencing Transfer Problems Only at OLD Institution (Service and Advice) vs Only at NEW Institution

		INDICATOR[1,2]		VALUES				INDEX[3]
				All Programs, Problems at Old		All Programs, Problems at New		
				Value	N	Value	N	
Further Studies	Of Resp	Attended Further Studies at a Different Institution	%	100%	170	100%	171	1.00
		Currently Studying	%	85%	144	88%	150	0.97
Sending Institutions	Of Respondents	From Technical/Institute (Sending)	%	3%	5 [4]	7%	12	n/a
		From University College (Sending)	%	44%	74	42%	72	1.03
		From Urban College (Sending)	%	45%	76	39%	67	1.14
		From Rural College (Sending)	%	9%	15	12%	20	0.75
		From Another Institution (Sending)	%	0%	0	0%	0	n/a
		GPA	**Average**	**2.78**	**164**	**3.00**	**167**	**0.92**
		GPA <=2.4	%	12%	20	7%	12	1.70
		GPA >2.4, <=2.7	**%**	**37%**	**60**	**18%**	**30**	**2.04**
		GPA >2.7, <=3.1	%	27%	44	36%	60	0.75
		GPA >3.1	**%**	**24%**	**40**	**39%**	**65**	**0.63**
		Credits	Average	57.52	159	61.15	152	0.94
		Credits <=24	%	6%	9 [4]	5%	8 [4]	1.08
		Credits >24, <=36	%	17%	27	11%	17	1.52
		Credits >36, <=60	%	42%	67	39%	60	1.07
		Credits >60	%	35%	56	44%	67	0.80
Receiving Institutions	Of Respondents Who Attended Further Studies	Tried to Transfer	%	100%	170	100%	171	1.00
		To BC Technical/Institute (Receiving)	%	4%	6 [4]	6%	11	0.55
		To BC University College (Receiving)	%	5%	9 [4]	5%	8 [4]	1.13
		To BC Urban College (Receiving)	%	6%	11	4%	6 [4]	1.83
		To BC Rural College (Receiving)	%	1%	1 [4]	0%	0	n/a
		To BC University (Receiving)	%	71%	120	63%	107	1.12
		To Out or BC University (Receiving)	%	7%	12	12%	21	0.57
		To Another Institution (Receiving)	%	6%	11	10%	17	0.65
Continuing Education Outcomes	Of Tried Transf	Experienced Transfer Problems	%	100%	170	100%	171	n/a
	Of Had Transfer Problem	All Courses Were Accepted	%	18%	29	28%	44	0.65
		1 or 2 Courses Were Not Accepted	%	33%	54	25%	39	1.36
		3 to 5 Courses Were Not Accepted	%	30%	48	30%	47	1.00
		6 or More Courses Were Not Accepted	%	15%	25	13%	21	1.17
		None of the Courses Were Transferred	%	4%	6 [4]	5%	8 [4]	0.74
		Some Courses Didn't Transfer	%	87%	148	80%	134	1.08
		Delay or Other Difficulty in Submitting Transcripts	%	20%	34	18%	30	1.15
		Getting an Assessment of TransferTook a Long Time to Complete	**%**	**24%**	**40**	**40%**	**66**	**0.61**
		Original Courses or Program Were Not Designed for Transfer	%	53%	86	44%	71	1.22
		Had Completed More Credits than Was Allowed to Transfer	%	28%	46	37%	61	0.75
		Didn't Know or Understand Transfer Requirements	%	40%	65	27%	43	1.49
		Received Unassigned Credit When Expected Specific Credit	%	47%	76	40%	63	1.18
		Had to Repeat One or More Courses that Were Already Passed	%	42%	71	42%	70	1.00
		Other Problems	%	27%	46	32%	54	0.86
		Number of Transfer Problems Experienced	Average	3.60	170	3.46	171	1.04
		Extent to Which Transfer Was a Problem	**Scale 5-1**	**3.68**	**169**	**3.32**	**170**	**1.11**
	Of Transfer Block	Poor or Insufficient ADVICE from OLD Institution	%	88%	149	0%	0	n/a
		Slow or Inadequate SERVICE from OLD (Sending) Institution	%	39%	67	0%	0	n/a
		Poor or Insufficient ADVICE from NEW Institution	%	0%	0	85%	145	n/a
		Slow or Inadequate SERVICE from NEW (Receiving) Institution	%	0%	0	65%	109	n/a
		Attempted to Transfer Credential (or All Courses) as One Whole Block	%	79%	131	83%	138	0.95
		Received All the Credits Expected For Block Transfer	%	29%	38	38%	51	0.77
	Of Continued Studies	Relation Between Past and Further Studies	Scale 4-1	3.36	169	3.48	170	0.97
		Extent to Which Prepared for Further Study	**Scale 4-1**	**3.16**	**168**	**3.44**	**170**	**0.92**
		Total Number of Respondents			**170**		**171**	

Notes:

[1] The shading of an indicator means that the values have a statistical significance. This means that there is a high level of confidence that the two groups are different.

[2] For scale indicators, a higher value indicates a more favourable rating. For example, for Scale 3-1, a value of "2.91" is more favourable, or positive, than a value of "2.11"

[3] The "Index" value for each indicator is the value of one cohort group divided by the value of the other group. A value of "1.00" means that the two groups are equivalent. Indicator index values that are greater than "1.00" result when the left cohort group's value is greater than the right cohort group's value. Please note that all calculations use non-rounded cell numbers; rounding occurs only in the presentation of figures.

[4] Relatively small sample size, interpret result with caution.

n/a Not applicable or any value smaller than 3%

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Table 21: 1997 Students Experiencing Transfer Problems from All Programs - Students Experiencing Transfer Problems Only at OLD Institution (Service and Advice) vs Only at NEW Institution

		INDICATOR[1,2]		VALUES				INDEX[3]
				All Programs Problems at Old		All Programs Problems at New		
				Value	N	Value	N	
Skill Development	Satisfaction Level	Written Communication	Scale 3-1	2.41	154	2.48	154	0.97
		Oral Communication	Scale 3-1	2.35	147	2.38	146	0.99
		Teamwork	Scale 3-1	n/a	0	n/a	0	n/a
		Interpersonal Skills	Scale 3-1	2.54	157	2.63	161	0.96
		Analysis / Problem Solving	Scale 3-1	2.42	165	2.60	167	0.93
		Mathematics	Scale 3-1	2.09	103	2.32	115	0.90
		Use of Computers	Scale 3-1	1.87	100	2.15	110	0.87
		Use of Tools & Equipment	Scale 3-1	2.17	82	2.34	103	0.93
		Skills for Independent Learning	Scale 3-1	2.31	153	2.58	155	0.90
College Experience	Satisfaction Level	Quality of Teaching	Scale 3-1	2.59	170	2.75	171	0.94
		Organization of Program	Scale 3-1	2.25	169	2.57	171	0.88
		Practical Experience	Scale 3-1	1.94	141	2.25	145	0.86
		Textbooks & Learning Materials	Scale 3-1	2.30	170	2.47	171	0.93
		Library Materials	Scale 3-1	2.01	161	2.17	160	0.93
		Availability of Instructors Outside Class	Scale 3-1	2.52	168	2.77	167	0.91
		Computer Hardware and Software	Scale 3-1	1.96	113	2.16	127	0.91
		Equipment Other Than Computers	Scale 3-1	2.15	101	2.32	114	0.93
		Study Facilities on Campus	Scale 3-1	2.16	162	2.29	157	0.94
		Program and Career Counseling	Scale 3-1	1.77	145	2.37	132	0.74
		Places on Campus for Socializing	Scale 3-1	2.13	162	2.22	156	0.96
		Frequency of Activities with Other Students	Scale 4-1	3.05	167	3.08	169	0.99
		Program Work Load (5=Heavy)	Scale 5-1	3.29	170	3.58	171	0.92
Employment Outcomes	Of Resp	In the Labour Force (Have/Looking for Job)	%	78%	132	77%	132	1.01
		Employed	%	69%	118	68%	116	1.02
	Of Those in the Labour Force	In a Permanent Job (Got It After Studies	%	17%	22	20%	27	0.81
		Employed in a Non Training-Related Job	%	67%	89	48%	63	1.41
		Employed in a Training-Related Job	%	22%	29	40%	53	0.55
		Employed Full-Time (30 hrs or more weekly	%	55%	72	64%	85	0.85
		Employed Full-Time, Training-Relatec	%	17%	22	31%	41	0.54
		Employed Full-Time, non Training-Relatec	%	38%	50	33%	44	1.14
		Employed Part-Time	%	35%	46	23%	31	1.48
		Unemployed	%	11%	14	12%	16	0.88
	Of Empl FT	Gross Monthly Salary ($)	Average	$ 2,000	45	$ 1,950	62	1.03
		Gross Monthly Salary of Train-Rel Job ($)	Average	$ 2,050	13	$ 2,450	26	0.84
		Gross Monthly Salary of Non Train-Rel Job ($)	Average	$ 1,950	32	$ 1,550	36	1.25
Relation of Studies to Empl Outcomes	Of Very/ Somewhat Rel Job	Extent to Which Work is as Expectec	Scale 3-1	2.19	27	2.32	50	0.94
		How Job Ready	Scale 4-1	3.13	16	3.16	31	0.99
	Of Employed	Usefulness of Training in Getting Job	Scale 4-1	2.00	59	2.53	64	0.79
		Usefulness of Training in Performing Job	Scale 4-1	2.04	117	2.67	115	0.77
		Total Number of Respondents			170		171	

Notes

[1] The shading of an indicator means that the values have a statistical significance. This means that there is a high level of confidence that the two groups are different.

[2] For scale indicators, a higher value indicates a more favourable rating. For example, for Scale 3-1, a value of "2.91" is more favourable, or positive, than a value of "2.11"

[3] The "Index" value for each indicator is the value of one cohort group divided by the value of the other group. A value of "1.00" means that the two groups are equivalent. Indicator index values that are greater than "1.00" result when the left cohort group's value is greater than the right cohort group's value. Please note that all calculations use non-rounded cell numbers; rounding occurs only in the presentation of figures.

[4] Relatively small sample size, interpret result with caution.

n/a Not applicable or any value smaller than 3%.

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Summary and Conclusions

This analysis of transfer issues was delimited to former college and institute students who attended further studies. These students exited from programs either (1) designed as university transfer programs or, (2) oriented to provide "ready-to-work" skills. These two "major program type" student groups were the principal "within group" assessment cohorts used throughout the analysis, and are referred to as the "Arts and Sciences" student cohort and the "Applied" student cohort, respectively.[7]

The following five sub-cohort pairings, defined within each of the two major program type cohorts, were analysed in order to discover significant differences in transfer-related behaviour and experience from the 1997 student outcomes survey:

Sub-Cohort 1: *comparing students who continued studies with those who did not;*

Sub-Cohort 2: *for students who continued studies: comparing students who attempted to transfer credits with those who did not;*

Sub-Cohort 3: *for students who continued studies and attempted to transfer credits: comparing students who encountered transfer problems with those who did not;*

Sub-Cohort 4: *for students who continued studies, attempted to transfer credits, and encountered transfer problems: comparing students who attempted to transfer the original credential (or all completed course-work) as one whole block of credits towards their new program with those who did not; and*

Sub-Cohort 5: *for students who continued studies, attempted to transfer credits, and encountered transfer problems: comparing students who encountered transfer problems only at the old institution (Sending) with those who encountered transfer problems only at the new institution (Receiving).*

A total of 181 indicators were initially developed for formal statistical testing. All were derived from either student records supplied directly by the admissions and records offices of the Sending institution, or from the 1995, 1996 and 1997 student outcomes survey responses. The analysis approach centred on employing appropriate statistical tests on 143 of the most promising indicators to discover significant differences between each sub-cohort pairing. Formal statistical tests were carried out using either the chi-square test (for association between cross-tabulated factors) or the Student's T-test.

KEY FINDINGS:

- The cohort of students who attended further studies at a different institution was comprised of almost equal numbers of former college and institute Applied program students and Arts and Sciences students (48% and 52% respectively). However, proportionately more of the Arts and Sciences cohort attended further studies (64% compared to 24% for the Applied cohort).
- 3,924 former Arts and Sciences students attended further studies, which accounted for 73% of all Arts and Sciences survey respondents (**3,460** at a different institution and an additional 464 at the same institution but in a different program).
- The most prevalent destination for former Applied students from Urban Colleges and University Colleges was a B.C. University (47% and 34% respectively).
- For Applied students from Rural Colleges and Technical Institutes, the most prevalent destination was Other Institution (41% and 38% respectively).
- The most prevalent destination for Arts and Sciences students from any Sending institution was a B.C. University (77% of Urban College students, 60% of University College students, and 59% of Rural College students went to a B.C. University).
- Of the **3,460** former Arts and Sciences students who attended further studies at a different institution, 82% (2,842) tried to transfer credits.
- **444** of the 2,842 Arts and Sciences students who tried to transfer credits experienced problems (16%).
- **280** of the 1,539 Applied students who tried to transfer credits experienced problems (18%).

KEY FINDINGS BY SUB-COHORT:

Lower Division Arts and Sciences Students Who Continued Studies versus Those Who Did Not *(Sub-Cohort 1)*

- Students who attended further studies at a different institution were 3 years younger than those that did not continue their studies.
- More students who did not attend further studies originally enrolled for job skills reasons (e.g., improve existing job skills, learn new job skills) (34% compared to 19% for students who persisted).

7 A listing of 1995-97 College and Institute programs grouped under each program type can be found in Appendix 3.

- More than half of the students who did not attend further studies exited from a University College (56% compared to 42% for students who persisted).
- Nearly half of the students who continued their studies exited from Urban Colleges (47%). In contrast, just a third of the students who did not continue their studies exited from Urban Colleges (33%).
- Students who did not attend further studies earned lower GPAs, on average, than did students who persisted.
- No difference existed between the two cohorts in relation to the number of credits earned, as reported from official transcript records. Both had earned an average of 50 credits.
- To a greater degree, students who did not attend further studies indicated that their original program workload was heavy.
- 80% of the students who did not attend further studies were employed one year after leaving their studies, compared to 64% of the students who continued their studies.

Students Who Attempted to Transfer Credits versus Those Who Did Not (of students who continued studies) *(Sub-Cohort 2)*

- For the cohort of Applied students continuing their studies, those that tried to transfer credits were significantly younger than those that did not try to transfer credits. This pattern was mirrored for the Arts and Sciences student cohort. The gap in age was more pronounced for Applied students than for the Arts and Sciences students (greater than 3.5 years and less than 1.9 years respectively).
- A greater proportion of Arts and Sciences students who continued their studies and transferred credits, went to a B.C. University (79%), than did those that continued their studies and didn't transfer credits (14%). Although the magnitude was lower, this B.C. University attendance pattern was repeated for the Applied student cohort (55% of those that transferred credits went to a BC University versus 9% that did not transfer credits).
- A greater proportion of Arts and Sciences students who continued their studies and did not transfer credits, went to either an independent institution, a B.C. Technical Institute, or a B.C. University College (31%, 23%, and 19% respectively), than did those who continued their studies and transferred credits (4% to each Receiving institution type). Once again, this destination pattern was repeated for the Applied student cohort (40% versus 19% to independent institutions, 20% versus 7% to B.C. Technical Institutes, and 15% versus 8% to B.C. University Colleges).
- In light of the preceding two observations, it can be argued that destination (Receiving) institution patterns depended significantly more on whether or not the act of transferring credit occurred than it did on the Applied versus Arts and Sciences program area students exited from originally.
- Another pattern that was similar for both the Applied and the Arts and Sciences cohorts was that a significantly greater proportion of students who did not try to transfer credits cited that they originally enrolled in their Sending institution program to get job skills than did students who transferred credits. In this case, however, the magnitudes were markedly different (31% vs. 16% for Arts and Sciences programs, 65% vs. 44% for Applied).

Students Who Encountered Transfer Problems versus Those Who Did Not (of students who continued studies and attempted to transfer credits) *(Sub-Cohort 3)*

- Of the 4,381 student respondents in the 1997 survey that attempted to transfer credits, 724 (17%) experienced transfer problems (280 students from Applied programs and 444 from Arts and Sciences).
- Nearly half (48%) of the students cited that one of the transfer-related problems they encountered was the courses or original program were not designed for transfer.
- Although the majority of students that experienced transfer problems originally exited from Arts and Sciences programs (61%), a slightly greater proportion of Applied students experienced transfer problems (18% versus 16%).
- In concordance with the most important destination of transfer students, more than two thirds of all transfer problems were related to transferring to a B.C. University (71%).
- The Receiving institution type with the smallest ratio of problems per student, was the University College category with an average of 3.5 problems cited per student. In contrast, 4 problems were cited per student attending all other institution types.
- The Visual, Fine Arts and Communication Applied program area had the highest proportion of students citing at least one problem (32%). This program area also exhibited the highest proportion of students citing four or more problems (18%).
- The Arts and Sciences students in Visual, Fine Arts and Communication program area also had the

highest proportion of students experiencing problems (23%). By comparison, Arts and Sciences students in the Nursing and Health area yielded a markedly lower proportion citing problems than did Applied students in this same area (8% versus 22%).

- For either cohort, Overall Satisfaction with Studies was better for students who did not experience transfer problems compared to those who did.
- For either cohort, a greater proportion of students who experienced transfer problems went to Out-of-BC Universities, than did students who cited no transfer problems.
- For either cohort, students who experienced transfer problems stated they were less prepared for further studies than did students who did not experience transfer problems.
- Generally, students encountering problems were not as satisfied with their college experiences and resultant skill development as were their no-transfer-problem counterparts (index values <1).

Students Who Attempted to Transfer the Original Credential (or all completed course-work) as One Whole Block of Credits Towards Their New Program versus Those Who Did Not (of students who continued studies, attempted to transfer credits, and encountered transfer problems) *(Sub-Cohort 4)*

- Of the 724 students in the survey who had tried to transfer credits and experienced transfer-related problems, 701 answered the follow-up question "Did you attempt to transfer your original credential (or all completed course-work), as one whole block of credits towards your new (current) program (or field of study)". Over 77% (542) of these students answered "yes". In other words, the overwhelming majority of students who reported having transfer problems, encountered these problems while attempting to transfer one whole block of credits.
- For four out of five students, most common transfer problem was that some courses were not transferred. The relative proportions of the block transfer cohort and its non-block transfer counterpart that cited each particular transfer problem were remarkable in that very little variance was observed between the two populations. Only one transfer problem, "Had Completed More Credits than Was Allowed to Transfer", produced any notable difference between block and non-block Arts and Sciences cohorts (32% and 22%, respectively).
- As was found for the Arts and Sciences cohort, the most common transfer problem for Applied students was the fact that some courses were not transferred: this being true for an average of nine out of ten students. The lack of variance between the degree block transfer and the non-block transfer cohorts cited each transfer problem paralleled previous results. Again, "Had Completed More Credits than Was Allowed to Transfer", produced the only notable difference between the Applied student cohorts (41% and 24%, respectively).
- For either the Applied or the Arts and Sciences cohort, the "Relationship Between Past and Further Studies" was stronger for students who attempted to transfer their original credential or all their completed course-work as one whole block, than it was for those who did not attempt to block transfer. For both the Arts and Sciences cohort and the Applied cohort, it is a factor of about 10% better (index values of 1.09 and 1.13, respectively).
- The "Extent to Which Transfer Was a Problem" was greater for the block transfer Applied student cohort than it was for the non-block transfer Applied student cohort (index of 1.18).
- The "Number of Transfer Problems Experienced" was greater for the block transfer Applied student cohort than it was for the non-block transfer Applied student cohort (index value of 1.15).

Students who encountered transfer problems only at the old institution (Sending) versus those who encountered transfer problems only at the new institution (Receiving) (of students who continued studies, attempted to transfer credits, and encountered transfer problems) *(Sub-Cohort 5)*

- For either cohort, the transfer problem cited most often was the fact that some courses didn't transfer. A higher proportion of students citing problems at the Old institution said they didn't know the requirements, than did students citing problems at the New institution (40% and 27%).
- The majority of students experiencing Slow Service and Poor Advice only at an Old institution, originally exited from Arts and Sciences programs (75% contrasted with 50% of those that had Slow Service and Poor Advice only at a New institution.
- A higher proportion of students experiencing problems only at a New institution had previously completed a certificate, degree or diploma (18% contrasted with 5% of those with problems only at an Old institution).
- A higher percentage of students experiencing problems only at a New institution completed the requirements for their program credential, compared to those who experienced problems only at an Old institution (48% vs. 30%).

- Students with problems only at an Old institution had lower average GPAs than students experiencing problems only at a New institution (index of 0.92).

Results for the 1995, 1996, and the three-year 1995-97 combined groups are contained in Appendix 4.

SURVEY INSTRUMENT RECOMMENDATIONS

1997 was the first data collection cycle of the college and institute student outcomes survey that included the new transfer-related questions based on the first phase research of this project. Based on the data collected, the following four questionnaire refinements are offered:

Recommendation 1: *Add a Question to Help Identify the "Most Problematic" Transfer Problem.*

Not knowing the magnitude of the transfer problems cited by each student surveyed, resulted in not being to assess which problems were the most important. An indication of which problem was the most important, can be derived by adding the following question: "Which one of the transfer problems you experienced had the greatest negative impact on your transfer request?"

Recommendation 2: *Modify the Questionnaire Skip Patterns to Capture Appropriate Transfer Problem Information From All Students Who Attended Further Studies.*

The following two "transfer problems questions" should be asked to all students who attended further studies (Q10=Yes), not only to those that indicated they had problems:

> *Q15B "How many courses, if any, did you NOT receive credit for?" would become for those that did not have problems: "How many courses, if any, did you receive credit for?" and*
>
> *Q15F "Did you attempt to transfer your original credential (or all completed course-work), as one whole block of credits towards your new (current) program (or field of study)".*

Recommendation 3: *Modify Question 15F: "Did you Attempt to Transfer Your Original Credential (or All Completed Course-work), as One Whole Block of Credits Towards Your New (Current) Program (or Field of Study), did you Receive All Credits You Expected?", so as to Better Capture FORMAL Block Transfer Students.*

Although the data collected via this question as stated was valuable, the original intention was to elicit a response from just those students who had transferred credit under a formal "block transfer" agreement. Such agreements abound in the BC post-secondary system, where they normally specify that students who have completed a diploma in an applied discipline can be granted two years of credit towards a specific degree at a receiving institution. Such agreements normally do not involve establishing equivalency or granting credit for individual courses. An analysis of student responses to this question indicates that many students appeared to have interpreted the wording to mean "did you transfer all your credits at the same time?" This is indicated clearly by the fact that the most common problem cited by this sub-cohort was that "some courses were not transferred." Under most formal block transfer agreements, courses either do not transfer individually, or are guaranteed "unassigned" credit. To better capture these data, students who completed a credential (diploma or certificate or associate degree) should be asked this modification of question 15F: "Did you attempt to transfer your completed credential for one or two years of credit, rather than transferring all your courses individually?"

Recommendation 4: *If any Transfer Questions Need to be Eliminated Because of Questionnaire Length, Those Related to Origin of the Problem Being at the Old or New Institution Should be the First Considered.*

This analysis has shown that not a great deal of information could be derived from the 1997 survey respondents for this set of questions (Q15E1 through Q15E4). The current "mark all that apply" directive does not enable the identification of the worst/greatest negative impact.

FURTHER STUDY RECOMMENDATIONS

1. Incorporate (LINK) presently disparate administrative data from university admissions and records systems, with both university and college/institute student survey records.
2. Conduct an analysis focusing on the full-time or part-time status of students.
3. Once the 1998 college and institute outcomes data are available, combine the 1997 with the 1998 data sample and conduct a Program/ Discipline-based cohort analysis of transfer-related issues.
4. Conduct an analysis on the persistence of students exiting the subset of programs designed to offer only the first two years of an integrated four-year program that require the student to transfer to a University to complete the degree.
5. Utilise the 4th year of college and institute student outcomes data in 1998 to conduct regression tests to assess indicator trends.
6. Conduct an enhanced longitudinal tracking study to specifically assess the transfer-related issues of Stop-Outs.
7. To complement this student perspective analysis of transfer issues, conduct Focus Groups involving admissions / other transfer articulation groups at the colleges and universities to derive the "administrative perspective."

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Appendix 1: Glossary

Indicator		Question Number	Question or Derivation Mechanism
1995 Survey	%		Information from Administrative Records
1996 Survey	%		Information from Administrative Records
1997 Survey	%		Information from Administrative Records
In Applied Programs	%		Information from Administrative Records
In Applied Program, 0-6 Months	%		Information from Administrative Records
In Applied Program, 7-12 Months	%		Information from Administrative Records
In Applied Program, 13-36 Months	%		Information from Administrative Records
In Applied Program, Upper Division	%		Information from Administrative Records
In Arts and Sciences Programs	%		Information from Administrative Records
In Arts Program, Lower Division	%		Information from Administrative Records
In Arts Program, Upper Division	%		Information from Administrative Records
Arts and Sciences	%		Information from Administrative Records
Business and Management	%		Information from Administrative Records
Construction, Mechanical and Transportation	%		Information from Administrative Records
Developmental Education	%		Information from Administrative Records
Education and Library Science	%		Information from Administrative Records
Engineering, Electronics, Computer Tech and Natural Resources	%		Information from Administrative Records
Legal, Social, Home Economics, Hospitality and Service	%		Information from Administrative Records
Nursing and Health	%		Information from Administrative Records
Visual, Fine Arts and Communications	%		Information from Administrative Records
Female	%		Information from Administrative Records
Age at Time of Survey (Years)	Average		Information from Administrative Records
Age <21	%		Information from Administrative Records
Age <23, >=21	%		Information from Administrative Records
Age <25, >=23	%		Information from Administrative Records
Age >=25	%		Information from Administrative Records
Aboriginal Only	%	Q56	Are you an aboriginal person?
Visible Minority	%	Q57 , Q56	Are you, because of your race or colour, in a visible minority group in Canada? Are you an aboriginal person?
Previously Completed High School	%	Q07	(On a different subject now) Before enrolling at [Name of institution], did you complete secondary (high) school?
Previously Completed Certificate or Diploma	%	Q09B_1 , Q09B_2	Which diplomas did you obtained before attending [Name of institution]? [Mark all that apply] Certificate (<2 years of courses), Diploma (2 years or more of courses)
Previously Completed Degree (University)	%	Q09B_3	Which diplomas did you obtained before attending [Name of institution]? [Mark all that apply] Degree (university degree)
Previously Completed Certificate, Diploma or Degree	%	Q09B_1, Q09B_2, Q09B_3	Which diplomas did you obtained before attending [Name of institution]? [Mark all that apply] Certificate (<2 years of courses), Diploma (2 years or more of courses) Degree (university degree)
Had Current Job Before/During Studies	%	Q25A	Did you have the same employment before or while you were attending [Name of Institution]?
Related Work Experience Before/During	%	Q42	Before studying at [Name of institution], did you have any work experience which is related to your current job?
Completed Requirements for Program Credential	%	Q47	When you left [Name of institution], had you completed the requirements for a credential such as a degree, diploma, or certificate? (Completing high school or equivalent is a credential for ABE students)
In a Cooperative Education Program (Student's Declaration Only)	%	Q50B	Were you in a cooperative education program?
In a Cooperative Education Program (Student & MoEST Declaration)	%	Q50B	Were you in a cooperative education program?

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Indicator		Question Number	Question or Derivation Mechanism
Job Skills	%	Q44	To what extent did you meet your most important reason for enrolling? Would you say it was to improve existing job skills, learn new job skills
Degree Attainment	%	Q44	To what extent did you meet your most important reason for enrolling? Would you say it was to
Degree Attainment and Job Skills	%	Q44	To what extent did you meet your most important reason for enrolling? Would you say it was_
Other Reason	%	Q44	To what extent did you meet your most important reason for enrolling? Would you say it was_
Completed All the Credits I Could	%	Q48_1	What was your main reason for leaving [Name of institution] when you did? [Mark all that apply] Completed program / completed all the credits I could
Changed Mind about Program/Job Goal	%	Q48_2	What was your main reason for leaving [Name of institution] when you did? [Mark all that apply] Changed mind about program / job goals or plans changed
Transferred to/Qualified for Admission	%	Q48_3	What was your main reason for leaving [Name of institution] when you did? (mark all that apply) :transferred to / qualified for admission at other institution
Disappointed With Program	%	Q48_4	What was your main reason for leaving [Name of institution] when you did? [Mark all that apply] Disappointed with program or college/institute
Disappointed With Own Performance	%	Q48_5	What was your main reason for leaving [Name of institution] when you did? (mark all that apply) :disappointed with own performance / failed program
Got a Job	%	Q48_6	What was your main reason for leaving [Name of institution] when you did? [Mark all that apply] Got a job / decided to work
Job Situation Changed	%	Q48_7	What was your main reason for leaving [Name of institution] when you did? (mark all that apply) : job situation changed
Convenience (e.g. Transportation, Scheduling)	%	Q48_8	What was your main reason for leaving [Name of institution] when you did? (mark all that apply) :convenience (e.g. transportation, scheduling)
Personal Circumstances	%	Q48_9	What was your main reason for leaving [Name of institution] when you did? (mark all that apply) :personal circumstances (e.g. health, family)
Reasons for Leaving: Other	%	Q48_10	What was your main reason for leaving [Name of institution] when you did? [Mark all that apply] [Other specify]
Main Reason for Enrolling Met	Scale 4-1	Q45	To what extent did you meet your most important reason for enrolling? Would you say it was_
Overall Satisfaction with Studies	Scale 4-1	Q49	How satisfied were you with your studies at [Name of institution]? would you say you were...
Attended Further Studies	%	Q10 , Q01, Q03,Q04B	Since you took your last course at [Name of institution], have you taken any further studies?
Currently Studying	%	Q09E , Q06	Are you presently taking any other education/training?
From Technical/Institute (Sending)	%		B.C. Institute of Technology, Nicola Valley Institute of Technology, Vancouver Community College, Justice Institute, Emily Carr Institute of Arts and Design
From University College (Sending)	%		University College of the Cariboo, University College of the Fraser Valley, Kwantlen University College, Malaspina University-College, Okanagan University College, Open Learning Agency
From Urban College (Sending)	%		Camosun College, Capilano College, Douglas College, Langara College
From Rural College (Sending)	%		College of New Caledonia, College of the Rockies, North Island College, Northern Lights College, Northwest Community College, Selkirk College
GPA	Average		The student's grade point average just prior to transfer-ring to the Receiving Institution. Information from Administrative Records
GPA <=2.4	%		Information from Administrative Records
GPA >2.4, <=2.7	%		Information from Administrative Records
GPA >2.7, <=3.1	%		Information from Administrative Records
GPA >3.1	%		Information from Administrative Records
Credits	Average		The total number of post-secondary credits the students had accumulated at the Sending Institution before transferring to the Receiving Institution. Information from Administrative Records
Credits <=3	%		Information from Administrative Records

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Indicator		Question Number	Question or Derivation Mechanism
Credits >12, <=24	%		Information from Administrative Records
Credits >24, <=36	%		Information from Administrative Records
Credits >36, <=60	%		Information from Administrative Records
Credits >60	%		Information from Administrative Records
To B.C. Technical/Institute (Receiving)	%		B.C. Institute of Technology, Nicola Valley Institute of Technology, Vancouver Community College, Justice Institute, Emily Carr Institute of Arts and Design
To B.C. University College (Receiving)	%		University College of the Cariboo, University College of the Fraser Valley, Kwantlen University College, Malaspina University-College, Okanagan University College, Open Learning Agency
To B.C. Urban College (Receiving)	%		Camosun College, Capilano College, Douglas College, Langara College
To B.C. Rural College (Receiving)	%		College of New Caledonia, College of the Rockies, North Island College, Northern Lights College, Northwest Community College, Selkirk College
To B.C. University (Receiving)	%		SFU, UBC, U VIC, or UNBC
To Out or B.C. University (Receiving)	%		CALGARY, LAKEHEAD, LETHBRIDGE, ALBERTA
To Another Institution (Receiving)	%		Mostly B.C. private learning institutions. Examples are: Academy of Learning, Canadian Securities Institute, Certified General Accountants Association of B.C., Compu College School of Business, International School of Correspondence, Southern Alberta Institute of Technology
Expenenced Transfer Problems	%	Q15A	Did you have any problems transferring credits?
All Courses Were Accepted	%	Q15B_1	How many courses, if any, did you NOT receive credit for? none
1 or 2 Courses Were Not Accepted	%	Q15B_2	How many courses, if any, did you NOT receive credit for? 1 or 2
3 to 5 Courses Were Not Accepted	%	Q15B_3	How many courses, if any, did you NOT receive credit for? 3 to 5
6 or More Courses Were Not Accepted	%	Q15B_4	How many courses, if any, did you NOT receive credit for? 6 or more
None Were Accepted	%	Q15B_5	How many courses, if any, did you NOT receive credit for? None were accepted
Some Courses Didn't Transfer	%	Q15CA	Did you encounter any of the following transfer problems? Some courses didn't transfer
Delay or Other Difficulty in Submitting Transcripts	%	Q15CB	Did you encounter any of the following transfer problems? Delay or other difficulty in submitting transcripts
Getting an Assessment of Transfer Took a Long Time to Complete	%	Q15CC	Did you encounter any of the following transfer problems? Getting an assessment of transfer took a long time to complete
Original Courses or Program Were Not Designed for Transfer	%	Q15CD	Did you encounter any of the following transfer problems? Original courses or program were not designed for transfer
Had Completed More Credits than Was Allowed to Transfer	%	Q15CE	Did you encounter any of the following transfer problems? Had completed more credits than you were allowed to transfer
Didn't Know or Understand Transfer Requirements	%	Q15CF	Did you encounter any of the following transfer problems? Didn't know or understand transfer requirements
Received Unassigned Credit When Expected Specific Credit	%	Q15CG	Did you encounter any of the following transfer problems? Received unassigned credit when expected to receive specific credit
Had to Repeat One or More of Courses that Were Already Passed	%	Q15CH	Did you encounter any of the following transfer problems? Had to repeat one or more of your courses that you had already passed
Other Problems	%	Q15CI	Did you encounter any of the following transfer problems? Had to repeat one or more of your courses that you had already passed
Number of Transfer Problems Expenenced	Average	Q15A ,Q15C	Number of problems checked in the list of Question 15C (9 possible problems: Q15CA to Q15CI)
Extent to Which Transfer Was a Problem	Scale 5-1	Q15D	Overall, how serious would you say those transfer-related problems were?
Poor or Insufficient ADVICE from OLD Institution	%	Q15EA	Were your transfer problems caused, at least in part, by any of the following? Received poor or insufficient advice from your OLD (former) Institution?
Slow or Inadequate SERVICE from OLD (Sending) Institution	%	Q15EB	Were your transfer problems caused, at least in part, by any of the following? Received slow or inadequate SERVICE from your OLD institution
Poor or Insufficient ADVICE from NEW Institution	%	Q15EC	Were your transfer problems caused, at least in part, by any of the following? Received poor or insufficient ADVICE from your NEW (current) Institution
Slow or Inadequate SERVICE from NEW (Receiving) Institution	%	Q15ED	Were your transfer problems caused, at least in part, by any of the following? Received slow or inadequate SERVICE from your NEW (current) institution

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Indicator		Question Number	Question or Derivation Mechanism
Poor ADVICE OR SERVICE from OLD Institution	%	Q15EA	Were your transfer problems caused, at least in part, by any of the following? Received poor or insufficient advice from your OLD (former) Institution?
Poor ADVICE OR SERVICE from NEW Institution	%	Q15EC	Were your transfer problems caused, at least in part, by any of the following? Received poor or insufficient ADVICE from your NEW (current) Institution
Attempted to Transfer Original Credential as One Whole Block	%	Q15F	Did you attempt to transfer your original credential (or all completed course-work), as one whole block of credits towards your new (current) program (or field of study)
Received All the Credits Expected For Block Transfer	%	Q15G, Q15F	If you attempted to transfer your original credential (or all completed course-work), as one whole block of credits towards your new (current) program (or field of study), did you receive all the credits you expected?
Relation Between Past and Further Studies	Scale 4-1	Q16	How related to your program at [Name of institution] were/are your further studies at [Name of new institution]? Would you say... [List of four ratings] related?
Extent to Which Prepared for Further Study	Scale 4-1	Q16A	How well did the program at [Name of institution] ? Would you say you were_
Written Communication	Scale 3-1	Q51A	How well did the program prepare you in... a your ability to write clearly and concisely
Oral Communication	Scale 3-1	Q51B	How well did the program prepare you in... b your ability to speak effectively
Teamwork	Scale 3-1	Q51C	How well did the program prepare you in_ (Would you say_ [List of four choices]) Teamwork and working in groups
Interpersonal Skills	Scale 3-1	Q51D	How well did the program prepare you in... d ability to work effectively with others
Analysis / Problem Solving	Scale 3-1	Q51E	How well did the program prepare you in... e ability to analyze and think critically and your ability to solve problems
Mathematics	Scale 3-1	Q51F	How well did the program prepare you in... f ability to use mathematics appropriate to your field
Use of Computers	Scale 3-1	Q51G	How well did the program prepare you in... g use of computers appropriate to your field
Use of Tools & Equipment	Scale 3-1	Q51H	How well did the program prepare you in... h use of tools and equipment, other than computers
Skills for Independent Learning	Scale 3-1	Q51I	How well did the program prepare you in... I skills for learning on your own
Quality of Teaching	Scale 3-1	Q52A	How would you rate... A quality of instruction
Organization of Program	Scale 3-1	Q52B	How would you rate... B organization of the program
Practical Expenence	Scale 3-1	Q52D	How would you rate... D amount of practical experience (e.g. practicum)
Textbooks & Learning Materials	Scale 3-1	Q52E	How would you rate... E textbooks and learning materials
Library Materials	Scale 3-1	Q52F1	How would you rate... F1 library materials
Availability of Instructors Outside Class	Scale 3-1	Q52G	How would you rate... G availability of instructors for help with course work outside of class
Computer Hardware and Software	Scale 3-1	Q52H	How would you rate... H Computer hardware and software
Equipment Other Than Computers	Scale 3-1	Q52I	How would you rate... I equipment other than computers
Study Facilities on Campus	Scale 3-1	Q52J	How would you rate... J study facilities on campus
Program and Career Counseling	Scale 3-1	Q52K	How would you rate... K program and career counseling
Places on Campus for Socializing	Scale 3-1	Q52L	How would you rate... L places on campus for socializing with friends
Frequency of Activities with Other Students	Scale 4-1	Q50	While you were at [Name of institution], how often did you spend time doing things with other students outside of class? would you say_
Program Work Load (5=Heavy)	Scale 5-1	Q52M	How would you describe the workload in the program? would you say_
In the Labour Force (Have/Looking for Job)	%	Q18 ,Q19,Q06	Are you currently working at a job or business? You said you are not currently working. What is the main reason?
Employed	%	Q18	Are you currently working at a job or business?
In a Permanent Job (Got It After Studies)	%	Q18 ,Q27	Is it a temporary or a permanent position?
Employed in a Non Training-Related Job	%	Q18 ,Q37	To what extent is your [main] job related to the training that you took at [Name of institution]? Would you say [List of four ratings] related?
Employed in a Training-Related Job	%	Q18 ,Q37	To what extent is your [main] job related to the training that you took at [Name of institution]? Would you say [List of four ratings] related?

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Indicator		Question Number	Question or Derivation Mechanism
Employed Full-Time (30 hrs or more weekly)	%	Q18 ,Q23	How many hours do you work, on average, each week?
Employed Full-Time, Training-Related	%	Q18 ,Q23,Q37	How many hours do you work, on average, each week? To what extent is your [main] job related to the training that you took at [Name of institution]? Would you say [List of four ratings] related?
Employed Full-Time, non Training-Related	%	Q18 ,Q23,Q37, Q19,Q06	How many hours do you work, on average, each week? To what extent is your [main] job related to the training that you took at [Name of institution]? Would you say [List of four ratings] related?
Employed Part-Time	%	Q18 ,Q23	How many hours do you work, on average, each week?
Unemployed	%	Q18 ,Q19,Q06	Are you currently working at a job or business?
Gross Monthly Salary ($)	Average	Q38,Q38B, Q22,Q23, Q36	What is your gross salary or wage from your [main] job, before deductions?
Gross Monthly Salary of Train-Rel Job ($)	Average	Q38,Q38B, Q22,Q23,Q 36	What is your gross salary or wage from your [main] job, before deductions? To what extent is your [main] job related to the training that you took at [Name of institution]? Would you say [List of four ratings] related?
Gross Monthly Salary of Non Train-Rel Job ($)	Average	Q38,Q38B, Q22,Q23,Q 36	What is your gross salary or wage from your [main] job, before deductions? To what extent is your [main] job related to the training that you took at [Name of institution]? Would you say [List of four ratings] related?
Extent to Which Work is as Expected	Scale 3-1	Q39	To what extent is your work in your [main] job what your training led you to expect? would you say...
How Job Ready	Scale 4-1	Q43	How "job ready" were you after leaving [Name of institution] (that is, how well were you able to perform your job immediately after starting it ?) would you say you were...
Usefulness of Training in Getting Job	Scale 4-1	Q40	How useful was your education at [Name of institution] in getting your [main] job? would you say...
Usefulness of Training in Performing Job	Scale 4-1	Q41	How useful has your education at [Name of institution] been in performing your job? would you say...

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Appendix 2: Cohorts Included in the Study

Cohorts Description	Denominator	Program Type	Years
Students Who Attended Further Studies vs. Students Who Did Not Attend Further Studies	All Arts and Sciences Lower Division with more than 24 credits	Arts and Sciences 24 credits + Lower Division	1995; 1996; 1997; 3 years grouped together
Students That Tried to Transfer vs. Those That Did Not Try	Students Attending Further Studies	Applied Arts and Sciences 24 credits +	1995; 1996; 1997; 3 years grouped together
Had Transfer Problem vs. Did Not Have Transfer Problem	Students Attempting to Transfer Credits	Applied Arts and Sciences 24 credits +	1995; 1996; 1997; 3 years grouped together
Block Transfer Students Experiencing Transfer Problems vs. Non-Block Transfer Students Experiencing Transfer Problems	Students Experiencing Transfer Problems	Applied Arts and Sciences 24 credits +	1997
Students Experiencing Transfer Problems at OLD Institution (Service and Advice) vs. NEW Institution	Students Experiencing Transfer Problems	All	1997

Appendix 3: List of Arts and Sciences and Applied Programs in the Study

The grouping of college and institute programs by program type (Arts and sciences or applied) is displayed in this appendix. Some indicators are presented by college and institute program: Number of respondents in the three-year cohort, % of them who continued further studies, % who tried to transfer credits and finally, % that experienced transfer problem.

List of Arts and Sciences and Applied Programs in The Study

Arts and Sciences

Lower Division Programs (Mostly Degrees)

			Respondents in 1995 or 1996 or 1997	% Contiuned Further Studies	% Tried to Transfer Any Credits	% Experienced Problems
Camosun College	ACGEN1	ACADEMIC GENERAL	3	0%	0%	0%
Camosun College	ACGEN2	ACADEMIC GENERAL	1	0%	0%	0%
Camosun College	UTARTS1	UNIVERSITY TRANSFER ARTS I	508	57%	50%	6%
Camosun College	UTARTS2	UNIVERSITY TRANSFER ARTS II	447	73%	67%	9%
Camosun College	UTBUS1	UNIVERSITY TRANSFER BUSINESS I	86	74%	70%	9%
Camosun College	UTBUS2	UNIVERSITY TRANSF BUSINESS II	70	77%	74%	20%
Camosun College	UTED1	UNIVERSITY TRANSF EDUCATION I	75	73%	68%	7%
Camosun College	UTED2	UNIVERSITY TRANSF EDUCATION II	58	79%	71%	10%
Camosun College	UTSCI1	UNIVERSITY TRANSFER SCIENCE I	200	63%	53%	6%
Camosun College	UTSCI2	UNIVERSITY TRANSFER SCIENCE II	172	76%	69%	9%
Capilano College	100	ACADEMIC STUDIES	1,213	82%	76%	10%
University College of the Cariboo	ED1	ACADEMIC-EDUCATION YEAR 1	3	33%	33%	0%
University College of the Cariboo	SCIE1&2	ACADEMIC-SCIENCES	71	63%	55%	4%
University College of the Cariboo	SCIE	GENERAL SCIENCES	246	54%	42%	7%
University College of the Cariboo	EDUC	EDUCATION	23	13%	13%	0%
University College of the Cariboo	ARTS1&2	ACADEMIC-ARTS	79	59%	38%	3%
University College of the Cariboo	ARTS	GENERAL ARTS	391	42%	31%	6%
University College of the Cariboo	PHYS	PHYSICS	4	50%	0%	0%
College of New Caledonia	UTR	UNIVERSITY TRANSFER - REGIONAL	43	63%	58%	0%
College of New Caledonia	UT1	UNIVERSITY TRANSFER	325	69%	61%	11%
College of New Caledonia	UT1-1B	UNIVERSITY TRANSFER	1	0%	0%	0%
College of New Caledonia	UT2	UNIVERSITY TRANSFER	202	84%	80%	18%
College of the Rockies	UT 2 ART P	UT YR 2 P/T ARTS	6	67%	67%	33%
College of the Rockies	UT 2 CS P	UNIVERSITY TRANSFER YEAR 2 P/T	3	33%	0%	0%
College of the Rockies	UT 2 ED F	UT YR 2 F/T EDUCATION	5	60%	60%	0%
College of the Rockies	UT 2 F	UNIVERSITY TRANSFER YEAR 2 F/T	58	83%	64%	17%
College of the Rockies	UT 2 P	UNIVERSITY TRANSFER YEAR 2 P/T	10	40%	30%	0%
College of the Rockies	UT 2 SCI P	UT YR 2 P/T SCIENCE	1	0%	0%	0%
College of the Rockies	UT 1 P	UNIVERSITY TRANSFER YEAR 1 P/T	31	32%	29%	0%
College of the Rockies	UT 2 ART F	UT YR 2 F/T ARTS	16	81%	69%	19%
College of the Rockies	UT 2 SCI F	UT YR 2 F/T SCIENCE	6	83%	83%	17%
College of the Rockies	UT 1 SCI P	UT YR 1 P/T SCIENCE	9	67%	67%	22%
College of the Rockies	UT 1 FE P	UNIVERSITY TRANSFER YEAR 1 P/T	1	100%	0%	0%
College of the Rockies	UT 1 F	UNIVERSITY TRANSFER YEAR 1 F/T	53	58%	47%	6%
College of the Rockies	UT 1 ED P	UT YR 1 P/T EDUCATION	2	100%	100%	0%
College of the Rockies	UT 1 ED F	UT YR 1 F/T EDUCATION	8	63%	63%	13%
College of the Rockies	UT 1 C P	UNIVERSITY TRANSFER P/T	1	0%	0%	0%
College of the Rockies	UT 1 ART P	UT YR 1 P/T ARTS	27	19%	11%	4%
College of the Rockies	UT 1 ART F	UT YR 1 F/T ARTS	42	69%	60%	12%
College of the Rockies	UT 1 SCI F	UT YR 1 F/T SCIENCE	21	90%	81%	24%
Douglas College	91	Science	283	70%	57%	8%
Douglas College	XU	University Transfer	220	74%	62%	9%
Douglas College	68	Science (closed)	7	100%	57%	0%
Douglas College	44	Education	1	100%	100%	0%
Douglas College	03	Arts	662	70%	63%	9%
Douglas College	51	General Studies	654	58%	42%	6%
Emily Carr Institute of Art and Design	ACADEMIC	ACADEMIC	6	33%	0%	0%
University College of the Fraser Valley	AC IS LA1	INTERN STUDIES/LATIN AMER-YR 1	7	29%	29%	0%
University College of the Fraser Valley	GENERAL	GENERAL STUDIES	400	73%	56%	11%
University College of the Fraser Valley	ASC SCI 2	ASSOCIATE OF SCIENCE DIP YR 2	7	57%	43%	0%
University College of the Fraser Valley	ASC SCI 1	ASSOCIATE IN SCIENCE DIP YR 1	7	57%	57%	0%
University College of the Fraser Valley	ASC ARTS 1	ASSOCIATE OF ARTS DIP YR 1	2	50%	0%	0%
University College of the Fraser Valley	ACAD NITEP	ACADEMIC STUDIES FOR FOR STUDENTS IN THE NITEP PRO	2	100%	100%	0%
University College of the Fraser Valley	ACAD 1	ACADEMIC GENERAL STUDIES YR 1	222	48%	38%	11%
University College of the Fraser Valley	AC BSC 4	BACHELOR OF SCIENCE IN ASSOCIA	1	100%	100%	0%
University College of the Fraser Valley	AC BA	BACHELOR OF ARTS IN ASSOCIATION WITH SIMON FRASER	111	59%	26%	5%
University College of the Fraser Valley	AC AA	ASSOCIATE OF ARTS DEGREE	10	70%	50%	10%
University College of the Fraser Valley	ACAD 2	ACADEMIC GENERAL STUDIES YR 2	68	74%	65%	19%
Kwantlen University College	90	EDUCATION	5	100%	100%	40%

List of Arts and Sciences and Applied Programs in The Study

Arts and Sciences

Lower Division Programs (Mostly Degrees)

			Respondents in 1995 or 1996 or 1997	% Continued Further Studies	% Tried to Transfer Any Credits	% Experienced Problems
Kwantlen University College	94	SCIENCE	485	72%	61%	8%
Kwantlen University College	80	GENERAL STUDIES	758	56%	42%	6%
Kwantlen University College	82	ARTS	1,398	69%	61%	10%
Kwantlen University College	84	CANADIAN STUDIES	2	50%	50%	50%
Langara College	3107	INTERNATIONAL BUSINESS	6	67%	67%	33%
Langara College	5800	ARTS AND SCIENCE	2,688	75%	64%	9%
Malaspina University-College	BA-SC-2	BACHELOR OF SCIENCE YEAR 2	98	66%	55%	13%
Malaspina University-College	ARTS-1	ARTS-1 FIRST NATIONS	7	14%	14%	0%
Malaspina University-College	BA-A	BACHELOR OF ARTS	506	35%	24%	5%
Malaspina University-College	BA-A-2	BACHELOR OF ARTS YEAR 2	164	52%	42%	10%
Malaspina University-College	BA-EE-2	BACHELOR OF ED (ELEM) YEAR 2	66	41%	27%	6%
Malaspina University-College	BA-ES	BACHELOR OF ED (SECONDARY)	15	73%	60%	13%
Malaspina University-College	BA-SC	BACHELOR OF SCIENCE	179	46%	35%	7%
Malaspina University-College	FOUND	FOUNDATIONS - ACADEMIC/TECH	3	0%	0%	0%
Malaspina University-College	BA-ES-2	BACHELOR OF ED (SEC) YEAR 2	8	75%	63%	0%
North Island College	UNTR	UNIVERSITY TRANSFER	266	36%	27%	4%
Northern Lights College	UNIVNFT1	UNIVERSITY TRANS F/T YR 1 FN	1	0%	0%	0%
Northern Lights College	TEACCFT	TEACHER EDUCATION - F/T CHET	1	0%	0%	0%
Northern Lights College	TEACDFT	TEACHER ED FULL-TIME - DC	1	0%	0%	0%
Northern Lights College	UNIVCFT1	UNIVERSITY TRANS F/T YR 1 CHET	1	100%	100%	100%
Northern Lights College	UNIVCPT2	UNIVERSITY TRANS P/T YR 2 CHET	1	0%	0%	0%
Northern Lights College	UNIVDFT	UNIVERS TRANS FULL-TIME	5	80%	80%	20%
Northern Lights College	UNIVDFT1	UNIVERS TRANS FULL-TIME YR1 DC	6	83%	67%	17%
Northern Lights College	UNIVFFT	UNIVERS TRANS FULL-TIM	2	100%	100%	0%
Northern Lights College	UNIVFFT1	UNIVERS TRANS FULL-TIM YR1 FSJ	10	70%	60%	20%
Northern Lights College	UNIVFPT	UNIV TRANS PART-TIME	1	100%	100%	0%
Nicola Valley Institute of Technology	UT	UNIVERSITY TRANSFER - ACADEMIC	6	17%	17%	17%
Nicola Valley Institute of Technology	BUSAD	ACADEMIC UT	29	41%	24%	3%
Northwest Community College	UT PT	UNIVERSITY CREDIT	74	39%	34%	9%
Northwest Community College	UT 2 PT	UNIVERSITY CREDIT	72	57%	46%	6%
Northwest Community College	UT 2	UNIVERSITY CREDIT	49	80%	71%	12%
Northwest Community College	UT	UNIVERSITY CREDIT	157	75%	64%	10%
Okanagan University College	AS2 PT	ASSOCIATE SCIENCE 2ND YEAR PT	67	49%	46%	9%
Okanagan University College	UT1 PT DE	UNIVERSITY TRANSFER 1st Yr PT	13	46%	46%	0%
Okanagan University College	SCIE2	UNIVERSITY TRANSFER - SCIENCE	30	60%	50%	10%
Okanagan University College	ARTS1 PT	UNIVERSITY TRANSFER - ARTS	5	40%	40%	20%
Okanagan University College	AS2	ASSOCIATE SCIENCE 2ND YEAR	136	60%	51%	9%
Okanagan University College	AS1 PT	ASSOCIATE SCIENCE 1ST YEAR PT	151	33%	21%	4%
Okanagan University College	AS1	ASSOCIATE SCIENCE 1ST YEAR	255	66%	58%	11%
Okanagan University College	ARTS2	UNIVERSITY TRANSFER - ARTS	56	64%	52%	11%
Okanagan University College	AA1	ASSOCIATE ARTS 1ST YEAR	360	53%	46%	6%
Okanagan University College	AA1 PT	ASSOCIATE ARTS 1ST YEAR PT	367	32%	22%	4%
Okanagan University College	AA2	ASSOCIATE ARTS 2ND YEAR	204	35%	27%	7%
Okanagan University College	AA2 PT	ASSOCIATE ARTS 2ND YEAR PT	250	35%	22%	6%
Okanagan University College	ARTS2 PT	UNIVERSITY TRANSFER - ARTS	73	36%	23%	1%
Okanagan University College	SCIE2 PT	UNIVERSITY TRANSFER - SCIENCE	18	67%	44%	6%
Open Learning Agency	700005	DIPLOMA IN GENERAL STUDIES	2	50%	0%	0%
Selkirk College	UT 2	LIBERAL ARTS AND SCIENCE 2	160	75%	67%	9%
Selkirk College	UT 1	LIBERAL ARTS AND SCIENCE 1	416	61%	52%	7%
		Subtotal	16,824	64%	54%	8%

Arts and Sciences

Upper Division Programs (Mostly Baccalaureates)

			Respondents in 1995 or 1996 or 1997	% Continued Further Studies	% Tried to Transfer Any Credits	% Experienced Problems
University College of the Cariboo	BSC-BIOL	BSC-BIOLOGY	1	0%	0%	0%
University College of the Cariboo	BSCPGM	BACH SCIENCE PROGRAM	17	76%	65%	6%
University College of the Cariboo	CHEM	CHEMISTRY	8	50%	25%	13%
University College of the Cariboo	ECOL	BACH SCIENCE - ECOLOGY	5	20%	0%	0%
University College of the Cariboo	ENGL	ENGLISH	31	52%	35%	6%
University College of the Cariboo	HIST	HISTORY	26	58%	23%	4%

List of Arts and Sciences and Applied Programs in The Study

Arts and Sciences

Upper Division Programs (Mostly Baccalaureates)

			Respondents in 1995 or 1996 or 1997	% Contiuned Further Studies	% Tried to Transfer Any Credits	% Experienced Problems
University College of the Cariboo	MASC	MATHEMATICAL SCIENCE	1	0%	0%	0%
University College of the Cariboo	MATH	MATHEMATICS	4	50%	25%	0%
University College of the Cariboo	BSC-CHEM	BSC-CHEMISTRY	4	50%	0%	0%
University College of the Cariboo	BA3	UBC- BACHELOR OF ARTS YEAR 3	1	100%	0%	0%
University College of the Cariboo	BSC-MATH	BSC-MATHEMATICS	1	100%	100%	0%
University College of the Cariboo	PSYC	PSYCHOLOGY	21	48%	29%	10%
University College of the Cariboo	ARTSPGM	BACH ARTS PROGRAM	35	74%	66%	29%
University College of the Cariboo	BSC-ANBI	BSC-ANIMAL BIOLOGY	7	29%	14%	0%
University College of the Cariboo	BART	BACH ARTS - GENERAL	71	28%	14%	4%
University College of the Cariboo	ANBI	ANIMAL BIOLOGY	13	38%	38%	8%
University College of the Cariboo	BA-PSYC	BA-PSYCHOLOGY	2	50%	0%	0%
University College of the Cariboo	BA-HIST	BA-HISTORY	3	67%	33%	0%
University College of the Cariboo	BA-GEN	BA-GENERAL	7	43%	14%	0%
University College of the Cariboo	BIOL	BIOLOGY	7	14%	14%	0%
University College of the Cariboo	BA-ENGL	BA-ENGLISH	8	25%	25%	0%
University College of the Fraser Valley	AC BSC 3	SFU BSC YR 3	3	67%	67%	33%
University College of the Fraser Valley	AC BA 3	SFU BA YR 3	30	70%	60%	10%
University College of the Fraser Valley	AC BA DEG	BACHELOR OF ARTS	1	0%	0%	0%
Malaspina University-College	LIBS-4	LIBERAL STUDIES - YEAR 4	52	27%	10%	2%
Malaspina University-College	LIBS-3	LIBERAL STUDIES - YEAR 3	7	43%	14%	14%
Malaspina University-College	BA-SC-3	BACHELOR OF SCIENCE - YEAR 3	6	67%	50%	17%
Malaspina University-College	BA-A-3	U VIC B A YR 3	99	55%	42%	9%
Malaspina University-College	BA-A-4	U VIC B A YR 4	7	57%	57%	0%
Okanagan University College	UBC-MA-4FT	U B C - B Sc (MATH MAJOR) 4 FT	4	50%	25%	0%
Okanagan University College	UBC-UNCLSS	UNCLASSIFIED DEGREE PROGRAM	1	0%	0%	0%
Okanagan University College	UBC-HI-4PT	U B C - B A (HISTORY MAJOR) Yr 4PT	3	67%	67%	0%
Okanagan University College	UBC-IR-3FT	UBC-BA (INTN'L RELATIONS) 3 FT	1	0%	0%	0%
Okanagan University College	UBC-HI-4FT	U B C - B A (HISTORY MAJOR) Yr 4FT	18	50%	11%	0%
Okanagan University College	UBC-IR-3PT	UBC-BA (INTN'L RELATIONS) 3 PT	1	0%	0%	0%
Okanagan University College	UBC-HI-3PT	U B C - B A (HISTORY MAJOR) Yr 3PT	1	100%	0%	0%
Okanagan University College	UBC-IR-4FT	U B C - B A (INTERNATIONAL RELATIONS) 4 FT	3	33%	33%	0%
Okanagan University College	UBC-FW-4FT	UBC-BSC (FRESHWATER MAJOR) 4FT	1	0%	0%	0%
Okanagan University College	UBC-IR-4PT	U B C - B A (INTERNATIONAL RELATIONS) 4 FT PT	1	0%	0%	0%
Okanagan University College	UBC-PH-3FT	U B C - B Sc (PHYSICS MAJOR) 3FT	1	100%	0%	0%
Okanagan University College	UBC-PH-4FT	U B C - B Sc (PHYSICS MAJOR) 4 FT	3	67%	0%	0%
Okanagan University College	UBC-PS-3FT	U B C - B A (PSYCHOLOGY MAJOR) Yr 3 FT	7	29%	14%	14%
Okanagan University College	UBC-PS-3PT	U B C - B A (PSYCHOLOGY MAJOR) Yr 3 PT	1	100%	0%	0%
Okanagan University College	UBC-PS-4FT	U B C - B A (PSYCHOLOGY MAJOR) Yr 4 FT	20	30%	5%	5%
Okanagan University College	UBC-PS-4PT	U B C - B A (PSYCHOLOGY MAJOR) Yr 4 PT	7	0%	0%	0%
Okanagan University College	UBC-SO-3FT	UBC-BA (SOCI MAJOR) Yr 3FT	1	0%	0%	0%
Okanagan University College	UBC-SO-4PT	UBC-BA (SOCI MAJOR) Yr 4 PT	1	0%	0%	0%
Okanagan University College	VISIT	VISITING STUDENT	8	0%	0%	0%
Okanagan University College	UBC-HI-3FT	U B C - B A (HISTORY MAJOR) Yr 3FT	3	33%	33%	0%
Okanagan University College	UNCLASS	UNCLASSIFIED DEGREE PROGRAM	17	53%	24%	0%
Okanagan University College	UBC-SO-4FT	U B C - B A (SOCIOLOGY MAJOR) Yr 4 FT	9	44%	22%	0%
Okanagan University College	UBC-AN-4PT	UBC-BA (ANTHROPOLOGY MAJOR) YR 4 PT	1	0%	0%	0%
Okanagan University College	UBC-GS-4PT	U B C - B Sc (Gen) Yr 4 PT	4	75%	25%	0%
Okanagan University College	UBC-GA-3FT	U B C - B A (Gen) Yr 3 FT	46	33%	22%	7%
Okanagan University College	UBC-AN-4FT	UBC-BA (ANTHROPOLOGY MAJOR) YR 4 FT	3	0%	0%	0%
Okanagan University College	UBC-BI-3FT	U B C - B Sc (BIOLOGY MAJOR) 3 FT	8	50%	50%	0%
Okanagan University College	UBC-BI-4FT	U B C - B Sc (BIOLOGY MAJOR) 4 FT	8	50%	38%	0%
Okanagan University College	UBC-BI-4PT	U B C - B Sc (BIOLOGY MAJOR) 4 PT	3	0%	0%	0%
Okanagan University College	UBC-CH-3FT	U B C - B Sc (CHEMISTRY MAJOR) 3FT	1	0%	0%	0%
Okanagan University College	UBC-CH-4FT	U B C - B Sc (CHEMISTRY MAJOR) 4 FT	6	33%	17%	0%
Okanagan University College	UBC-CH-4PT	UBC-BSC (CHEMISTRY MAJOR) 4 PT	1	0%	0%	0%
Okanagan University College	UBC-EN-4FT	U B C - B A (ENGLISH MAJOR) Yr 4FT	14	50%	7%	0%
Okanagan University College	UBC-EN-4PT	U B C - B A (ENGLISH MAJOR) Yr 4PT	4	0%	0%	0%
Okanagan University College	UBC-FW-4PT	UBC-BSC (FRESHWATER MAJOR) 4PT	1	0%	0%	0%
Okanagan University College	UBC-GA-3PT	U B C - B A (Gen) Yr 3 PT	5	0%	0%	0%

List of Arts and Sciences and Applied Programs in The Study

Arts and Sciences

Upper Division Programs (Mostly Baccalaureates)

			Respondents in 1995 or 1996 or 1997	% Contiuned Further Studies	% Tried to Transfer Any Credits	% Experienced Problems
Okanagan University College	UBC-GA-4FT	U.B.C. - B.A. (Gen.) Yr.4 FT	62	40%	13%	5%
Okanagan University College	UBC-GA-4PT	U.B.C. - B.A. (Gen.) YR.4 PT	17	47%	18%	12%
Okanagan University College	UBC-GS-4FT	U.B.C. - B.Sc. (Gen.) Yr.4 FT	14	29%	14%	0%
Okanagan University College	UBC-GS-3FT	U.B.C. - B.Sc. (Gen.) Yr.3 FT	26	35%	23%	8%
Okanagan University College	UBC-GS-3PT	U.B.C. - B.Sc. (Gen.) Yr.3 PT	2	100%	50%	0%
Okanagan University College	UBC-AN-3FT	UBC-BA (ANTHRO MAJOR) YR 3 FT	1	0%	0%	0%
Okanagan University College	UBC-EN-3FT	U.B.C. - B.A. (ENGLISH MAJOR) Yr.3 FT	2	0%	0%	0%
Open Learning Agency	100004	BACHELOR OF GENERAL STUDIES	18	39%	11%	0%
Open Learning Agency	100017	BA (MAJOR PROGRAM)	3	67%	33%	0%
		Subtotal	840	43%	26%	6%

Business and Management

0-6 Months Programs (Mostly Certificates)

			Respondents in 1995 or 1996 or 1997	% Contiuned Further Studies	% Tried to Transfer Any Credits	% Experienced Problems
Camosun College	TRCT	TRAVEL COUNSELLING PROGRAM	29	10%	0%	0%
Capilano College	067	ABT - ACCOUNTING SUPPORT	6	50%	17%	0%
Capilano College	077	ABT - BUSINESS FUNDAMENTALS	2	0%	0%	0%
Malaspina University-College	MCSS	MICROCOMPUTER SYSTEMS SUPPORT	7	0%	0%	0%
Malaspina University-College	MCAS	MICROCOMPUTER APPL. SPECIALIST	100	15%	2%	1%
Malaspina University-College	MOST	MICROCOMP OPER SPECIA TRAINING	44	23%	0%	0%
Malaspina University-College	ACCT	ACCOUNTING CLERK TECHNICIAN	52	15%	4%	2%
Okanagan University College	OADM-2A PT	OFFICE ADMIN - BOOKKEEPING/ACC PT	1	0%	0%	0%
Okanagan University College	OADM-2A	OFFICE ADMIN - BOOKKEEPING/ACC	111	8%	2%	0%
Okanagan University College	OADM-1 PT	OFFICE ADMINISTRATION LEVEL I PT	1	0%	0%	0%
Okanagan University College	OADM-1	OFFICE ADMINISTRATION LEVEL 1	96	16%	4%	0%
Okanagan University College	MEDENT RE	MEDICAL DENTAL RECEPTIONIST	27	7%	0%	0%
Open Learning Agency	600012	BUSINESS SKILLS CERTIFICATE	18	50%	6%	0%
Open Learning Agency	600008	BASIC OFFICE SKILLS CERTIFICATE	2	50%	50%	0%
Open Learning Agency	600004	WORKPLACE LEADERSHIP FDN CERT	4	75%	50%	0%
Vancouver Community College	323203	DENTAL RECEPTION	55	7%	2%	0%
Vancouver Community College	342402	TRAVEL AGENT	52	8%	0%	0%
Vancouver Community College	321118	BUSINESS EDUCATION PREPARATION	37	16%	11%	3%
Vancouver Community College	322203	LEGAL SECRETARY	93	15%	0%	0%
Vancouver Community College	321118	DENTAL RECEPTION	20	35%	20%	5%
		Subtotal	757	15%	3%	1%

Business and Management

7-12 Months Programs (Mostly Certificates)

			Respondents in 1995 or 1996 or 1997	% Contiuned Further Studies	% Tried to Transfer Any Credits	% Experienced Problems
B.C. Institute of Technology	690J	Op Mgmt - Quality Management	3	0%	0%	0%
B.C. Institute of Technology	585I	Financial Planning	15	53%	13%	7%
B.C. Institute of Technology	7520	Development Apprvls Assessment	2	50%	0%	0%
B.C. Institute of Technology	690G	Op Mgmt - Industrial Managemnt	1	0%	0%	0%
B.C. Institute of Technology	690A	Op Mgmt - Industrial Engineer	4	25%	0%	0%
B.C. Institute of Technology	6570	Medical Office Assistant	29	14%	0%	0%
B.C. Institute of Technology	9070	DEGREE COMPLETION - ASTB	15	47%	27%	7%
Camosun College	OADMOD3	OFFICE ADMINISTRATION MODULE-3	93	9%	2%	0%
Camosun College	OADLEGL	OFFICE LEGAL SECRETARIAL	4	0%	0%	0%
Camosun College	ENTERDEVE	ENTERPRISE DEVELOPMENT	30	17%	3%	3%
Camosun College	HRM	HUMAN RESOURCE MANAGEMENT	39	23%	3%	0%
Camosun College	OADCORE0	OFFICE ADMIN-PART TIME	42	26%	0%	0%
Camosun College	OADLEGL3	OFFICE LEGAL SPECALTY MODULE 3	6	17%	17%	0%
Camosun College	OADMED2	MEDICAL OFFICE SPECIALTY	2	50%	0%	0%
Camosun College	OADMED3	MEDICAL OFFICE SPECIALTY	31	6%	3%	3%
Camosun College	OADAUTO	OFFICE ADMIN-AUTOMATION SPEC	10	40%	10%	0%
Capilano College	066	ACCEL OTEC - SECRETARIAL	5	0%	0%	0%
Capilano College	389	BUAD - ACCEL ADMIN OPTION	2	0%	0%	0%
Capilano College	369	BUAD - ACCEL MARKETING	4	0%	0%	0%
Capilano College	359	BUAD - ACCEL FINAN OPTION	2	100%	100%	50%
Capilano College	250	BUSINESS ADMIN CF PGM	68	44%	15%	3%

List of Arts and Sciences and Applied Programs in The Study

Business and Management

7-12 Months Programs (Mostly Certificates)

			Respondents in 1995 or 1996 or 1997	% Contiuned Further Studies	% Tried to Transfer Any Credits	% Experienced Problems
Capilano College	063	ABT - ADMIN ASSISTANT	15	0%	0%	0%
Capilano College	062	ABT - FINANCIAL OPTION	25	28%	4%	0%
Capilano College	061	OTEC - SECRETARIAL OPTION	18	22%	6%	6%
Capilano College	060	ABT - GENERAL OFFICE ASSIST	4	50%	0%	0%
Capilano College	012	LEGAL SECRETARIAL PGM	130	16%	2%	1%
Capilano College	008	ABT - MEDICAL OFFICE ASSIST	61	7%	2%	2%
Capilano College	267	LEGAL ASSISTANT CF PGM	73	16%	1%	0%
University College of the Cariboo	LEGL	LEGAL SECRETARY	27	11%	0%	0%
University College of the Cariboo	MEDA	MEDICAL OFFICE ASSISTANT	27	4%	0%	0%
University College of the Cariboo	ACCC	ACCOUNT TECHNICIAN CERT	5	0%	0%	0%
University College of the Cariboo	ACCT	ACCOUNTING TECH	58	45%	31%	3%
University College of the Cariboo	BOOK	BOOKKEEPING WITH COMPUTER APPL	52	6%	2%	2%
University College of the Cariboo	FSEC	FINANCIAL SECRETARY	2	50%	50%	0%
University College of the Cariboo	BUSS	BUSINESS SECRETARY	30	13%	0%	0%
College of New Caledonia	ADASST	ADMINISTRATIVE ASSISTANT	11	36%	0%	0%
College of New Caledonia	ADSEC	ADMINISTRATIVE SECRETARIAL	37	8%	0%	0%
College of New Caledonia	CLERKR	OFFICE ADMINISTRATION - REGIONAL	87	8%	1%	0%
College of New Caledonia	COMPBOOK	COMPUTERIZED BOOKKEEPING	26	8%	4%	0%
College of New Caledonia	LESEC	LEGAL SECRETARIAL	27	0%	0%	0%
College of the Rockies	OFAD FE P	OFFICE ADMINISTRATION P/T	5	0%	0%	0%
College of the Rockies	BA 1 F	BUSINESS ADMIN YEAR 1 F/T	7	71%	43%	14%
College of the Rockies	BA 1 P	BUSINESS ADMIN YEAR 1 P/T	10	80%	40%	20%
College of the Rockies	OFAD CS F	OFFICE ADMINISTRATION F/T	8	0%	0%	0%
College of the Rockies	OFAD CS P	OFFICE ADMINISTRATION P/T	3	0%	0%	0%
College of the Rockies	OFAD FE F	OFFICE ADMINISTRATION F/T	15	13%	0%	0%
College of the Rockies	OFAD GO F	OFFICE ADMINISTRATION F/T	12	0%	0%	0%
College of the Rockies	OFAD GO P	OFFICE ADMINISTRATION P/T	6	50%	0%	0%
College of the Rockies	OFAD P	OFFICE ADMINISTRATION P/T	20	5%	0%	0%
College of the Rockies	OFAD F	OFFICE ADMINISTRATION F/T	58	10%	0%	0%
Douglas College	78	OADM Office Assistant PT	12	17%	0%	0%
Douglas College	64	OADM FINANCIAL FT	1	0%	0%	0%
Douglas College	63	OADM OFFICE ASSISTANT FT	2	0%	0%	0%
Douglas College	62	OADM MED. OFF. ASST. FT	5	40%	20%	0%
Douglas College	61	OADM Legal FT	14	7%	7%	0%
Douglas College	76	OADM Medical Office Asst PT	33	9%	0%	0%
Douglas College	77	OADM Legal Stenography PT	6	17%	0%	0%
Douglas College	75	OADM Legal PT	29	10%	3%	3%
Douglas College	85	OADM Financial PT	13	8%	0%	0%
University College of the Fraser Valley	BUS 1 ABBY	BUS ADMIN-DIPLOMA YR 1 ABBY	19	58%	47%	16%
University College of the Fraser Valley	OFC UPG	OFFICE CAREERS UPGRADER	28	11%	0%	0%
University College of the Fraser Valley	OFC MISS	OFFICE CAREERS: MISSION	36	11%	0%	0%
University College of the Fraser Valley	OFC LEGAL	LEGAL SECRETARY PROGRAM	21	5%	0%	0%
University College of the Fraser Valley	OFC CHWK	OFFICE CAREERS: CHILLIWACK	62	13%	0%	0%
University College of the Fraser Valley	OFC ABBY	OFFICE CAREERS: ABBOTSFORD	49	6%	2%	0%
University College of the Fraser Valley	BUS COOP	BUSINESS ADMINISTRATION CO-OP OPTION	2	50%	0%	0%
University College of the Fraser Valley	BUS 1 CHWK	BUS ADMIN-DIPLOMA YR 1 CHWK	4	50%	25%	0%
Kwantlen University College	30	OFFICE ADMINISTRATION	329	9%	1%	0%
Kwantlen University College	2D	COMMERCIAL FLORISTRY	29	10%	0%	0%
Kwantlen University College	61	FASHION MARKETING	4	25%	0%	0%
Langara College	13172	GENERAL INSURANCE (CO-OP)	22	73%	18%	0%
Langara College	3132	SMALL BUSINESS DEVELOPMENT	27	15%	0%	0%
Langara College	23120	ACCOUNTING (CO-OP)	32	56%	56%	0%
Langara College	13161	MARKETING & SALES (CO-OP)	8	25%	0%	0%
Langara College	23153	REALTY APPRAISAL (CO-OP)	16	31%	6%	0%
Malaspina University-College	ACCT10	COMMERCIAL ACCOUNTING PROGRAM	22	55%	36%	0%
Malaspina University-College	OFAD	OFFICE ADMINISTRATION	228	10%	1%	0%
Malaspina University-College	CBM	CERT IN BUSINESS MANAGEMENT	11	36%	36%	0%
Malaspina University-College	NEMN	NEW ENTERPRISE MANAGEMENT	8	13%	0%	0%
North Island College	SBUS	SMALL BUSINESS	1	0%	0%	0%
North Island College	OADM	OFFICE ADMINISTRATION	112	15%	1%	0%

List of Arts and Sciences and Applied Programs in The Study

Business and Management

7-12 Months Programs (Mostly Certificates)

			Respondents in 1995 or 1996 or 1997	% Contiuned Further Studies	% Tried to Transfer Any Credits	% Experienced Problems
North Island College	BSAM	BUSINESS ADMINISTRATION	16	31%	19%	13%
Northern Lights College	OADMTPT	OFFICE ADMIN PART-TIME - TR	6	17%	0%	0%
Northern Lights College	OADMTFT	OFFICE ADMIN FULL-TIME - TR	23	9%	0%	0%
Northern Lights College	OADMFPT	OFFICE ADMIN PART-TIME - FSJ	9	0%	0%	0%
Northern Lights College	MGMTDPT	MANAGEMENT PART-TIME - DC	1	100%	100%	0%
Northern Lights College	MGMTNPT	MANAGEMENT PART-TIME - FN	1	100%	0%	0%
Northern Lights College	OADMCFT	OFFICE ADMIN FULL-TIME - CHET	18	11%	0%	0%
Northern Lights College	OADMCPT	OFFICE ADMIN PART-TIME - CHET	1	0%	0%	0%
Northern Lights College	OADMDFT	OFFICE ADMIN FULL-TIME - DC	59	8%	0%	0%
Northern Lights College	OADMFFT	OFFICE ADMIN FULL-TIME - FSJ	57	5%	0%	0%
Northern Lights College	OADMLFT	OFFICE ADMINISTRATION - DEASE	3	33%	0%	0%
Northern Lights College	OADMNFT	OFFICE ADMIN FULL-TIME - FN	24	8%	4%	0%
Northern Lights College	OADMNPT	OFFICE ADMIN PART-TIME - FN	1	0%	0%	0%
Northern Lights College	OADMSFT	OFFICE ADMINISTRATION - FULLTIME - STIKINE	7	14%	0%	0%
Northern Lights College	OADMDPT	OFFICE ADMIN PART-TIME - DC	3	0%	0%	0%
Northwest Community College	BCP PT	OFFICE CAREERS	43	14%	7%	0%
Northwest Community College	BCP PTN	OFFICE CAREERS	26	12%	4%	0%
Northwest Community College	BCP	OFFICE CAREERS	77	13%	3%	0%
Northwest Community College	OTEC	OFFICE TECHNOLOGY	23	4%	4%	0%
Northwest Community College	OTEC PT	OFFICE TECHNOLOGY	3	0%	0%	0%
Northwest Community College	SMBUS TOU	SMALL BUSINESS TOURISM	6	0%	0%	0%
Okanagan University College	LSEC	LEGAL SECRETARY	54	6%	4%	0%
Okanagan University College	MSEC	MEDICAL SECRETARY	25	8%	0%	0%
Open Learning Agency	600020	INDUSTRIAL SUPERVISION CERT	1	0%	0%	0%
Open Learning Agency	600013	MANAGEMENT STUDIES CERTIFICATE	9	33%	0%	0%
Open Learning Agency	600011	BUSINESS MANAGEMENT CERT	1	0%	0%	0%
Selkirk College	OAR-OFCL	OFFICE ADMIN-OFFICE CLERK	2	0%	0%	0%
Selkirk College	OAT-OFCL	OFFICE ADMIN-OFFICE CLERK	1	0%	0%	0%
Selkirk College	OAT-SECT	OFFICE ADMIN-SECRETARIAL	2	0%	0%	0%
Selkirk College	OFADG	OFFICE ADMINISTRATION	11	9%	9%	0%
Selkirk College	OFADG 1	OFFICE ADMINISTRATION	8	13%	0%	0%
Selkirk College	OFADR	OFFICE ADMINISTRATION	2	50%	0%	0%
Selkirk College	OFADR 1	OFFICE ADMINISTRATION	43	7%	0%	0%
Selkirk College	OFADT 1	OFFICE ADMINISTRATION	65	17%	2%	0%
Selkirk College	OAT-CLTY	OFFICE ADMIN-CLERK TYPIST	1	0%	0%	0%
Selkirk College	OAR-SECT	OFFICE ADMIN-SECRETARIAL	6	0%	0%	0%
Selkirk College	OAR-LEGAL	OFFICE ADMIN-LEGAL SECRETARY	1	0%	0%	0%
Selkirk College	OAR-ACCT	OFFICE ADMIN-ACCOUNTING	3	0%	0%	0%
Selkirk College	OAR-CLTY	OFFICE ADMIN-CLERK TYPIST	1	0%	0%	0%
Selkirk College	PLA 1	LEGAL ASSISTANT	14	21%	7%	0%
Selkirk College	OAT-ACCT	OFFICE ADMIN-ACCOUNTING	7	29%	14%	0%
Vancouver Community College	321120	ACCOUNTING	158	36%	22%	4%
Vancouver Community College	323101	MEDICAL OFFICE ASSISTANT	40	13%	0%	0%
Vancouver Community College	333107	MEDICAL SECRETARY	13	23%	0%	0%
Vancouver Community College	321121	SECRETARY	76	18%	0%	0%
		Subtotal	3,402	16%	5%	1%

Business and Management

13-36 Months Programs (Mostly Diplomas)

			Respondents in 1995 or 1996 or 1997	% Contiuned Further Studies	% Tried to Transfer Any Credits	% Experienced Problems
B. C. Institute of Technology	630B	Mktg Mgt-Adv & Sales Promotion	32	13%	6%	3%
B. C. Institute of Technology	585E	Fin Mgt - Microfinancial Sys	49	35%	27%	4%
B. C. Institute of Technology	585F	Fin Mgt - Professional Acct	126	50%	42%	3%
B. C. Institute of Technology	585G	Fin Mgt - Taxation	40	57%	50%	0%
B. C. Institute of Technology	585H	Fin Mgt - Telecomm Accounting	1	0%	0%	0%
B. C. Institute of Technology	585J	FIN MGT - FINANCIAL PLANNING	12	33%	0%	0%
B. C. Institute of Technology	585K	FIN MGT - CORPORATE FINANCE	26	42%	12%	0%
B. C. Institute of Technology	5950	Human Resource Management	26	8%	0%	0%
B. C. Institute of Technology	6000	Human Resource Systems	10	10%	10%	0%
B. C. Institute of Technology	6200	International Trade	40	20%	7%	5%

List of Arts and Sciences and Applied Programs in The Study

Business and Management

13-36 Months Programs (Mostly Diplomas)

			Respondents in 1995 or 1996 or 1997	% Continued Further Studies	% Tried to Transfer Any Credits	% Experienced Problems
B. C. Institute of Technology	6250	Administrative Management	154	29%	11%	3%
B. C. Institute of Technology	6300	Marketing Management	10	50%	0%	0%
B. C. Institute of Technology	585B	Fin Mgt - Advanced Accounting	57	77%	75%	7%
B. C. Institute of Technology	630D	Marketing - Communication	76	25%	7%	4%
B. C. Institute of Technology	630E	Mktg Mgt-Tech Sales/Prof Sales	110	19%	4%	1%
B. C. Institute of Technology	630F	Mktg Mgt - Real Estate	66	27%	14%	2%
B. C. Institute of Technology	630G	Mktg Mgt-Technical Sales	3	0%	0%	0%
B. C. Institute of Technology	630I	Mktg Mgt-Tec Sales/Sm Bus Dev	63	17%	3%	0%
B. C. Institute of Technology	630K	MKTG MGT - ADVANCED TECHN MKTG	1	0%	0%	0%
B. C. Institute of Technology	630L	Mktg Mgt-International Mktg	2	50%	50%	50%
B. C. Institute of Technology	6900	Operations Management	77	23%	12%	1%
B. C. Institute of Technology	6950	Operations Mgmt for Trades	20	25%	20%	5%
B. C. Institute of Technology	625A	Human Resource Management	41	41%	7%	2%
B. C. Institute of Technology	585A	Fin Mgt - Accounting	1	0%	0%	0%
B. C. Institute of Technology	5200	Business Administration	75	32%	11%	4%
B. C. Institute of Technology	585D	Fin Mgt - Investment Mgt	9	11%	11%	0%
B. C. Institute of Technology	585C	Fin Mgt - Finance	85	36%	24%	1%
Camosun College	CMA	ACCOUNT	40	72%	57%	3%
Camosun College	PACRIMG0	PACIFIC RIM STUDIES-GEN OPT-PT	3	33%	0%	0%
Camosun College	ACCT	ACCOUNTING	102	49%	34%	7%
Camosun College	PACRIMG2	PACIFIC RIM STUDIES-GEN-YEAR 2	13	38%	31%	0%
Camosun College	UTBUSOLA	UNIVERSITY TRANSFER/OLA DEGREE	18	50%	39%	6%
Camosun College	OADMINDIP	OFFICE MANAGEMENT DIPLOMA PROG	4	25%	25%	0%
Camosun College	MARK	MARKETING	39	18%	10%	0%
Camosun College	PACRIMB2	PACIFIC RIM STUDIES-BUS-YEAR 2	10	50%	50%	10%
Camosun College	FIN	FINANCE	37	35%	14%	3%
Camosun College	GSCOMP	BUS GEN STU & COMP INFO PROC	1	100%	0%	0%
Camosun College	CA	CHARTERED ACCOUNTING	48	58%	50%	6%
Camosun College	BUSGM	GENERAL MANAGEMENT	48	27%	15%	6%
Camosun College	BUSCP	BUSINESS INFORMATION SYSTEMS	17	29%	0%	0%
Camosun College	BUSC	BUSINESS ADMINISTRATION-CAREER	49	22%	10%	6%
Camosun College	ACCTCOMP	ACCOUNTING & COMPUTER INF PROC	32	44%	34%	0%
Camosun College	GMCOMP	GEN MGMT & COMPUTER INFO PROC	19	32%	16%	0%
Capilano College	245	BUAD - ADMIN OPTION	15	27%	13%	0%
Capilano College	110	COMMERCE	77	99%	97%	4%
Capilano College	246	BUAD - BUS COMP COOP ED	25	28%	8%	0%
Capilano College	248	BUAD - MARKETING MGT	20	10%	0%	0%
Capilano College	266	LEGAL ASSISTANT DP PGM	85	19%	0%	0%
Capilano College	379	BUAD - ACCEL COMP SYSTEMS	63	29%	3%	2%
Capilano College	244	BUSINESS ADMIN DP PGM	70	40%	16%	4%
Capilano College	247	BUAD - FINANCIAL OPTION	27	56%	30%	4%
University College of the Cariboo	BUSD	BUSINESS DIPLOMA	7	14%	14%	0%
University College of the Cariboo	BUSI	BUSINESS	92	51%	42%	10%
University College of the Cariboo	BUSI1&2	ACADEMIC-BUSINESS	15	60%	47%	27%
University College of the Cariboo	MKTG	MARKETING	21	14%	0%	0%
University College of the Cariboo	WORD	WORD PROCESSING SECR	7	14%	0%	0%
University College of the Cariboo	ACCTC	ACCOUNTING TECH	6	67%	50%	0%
College of New Caledonia	BUSACC	BUSINESS ACCOUNTING/FINANCE	58	52%	43%	14%
College of New Caledonia	BUSCIS	COMPUTER INFORMATION SYSTEMS	29	34%	14%	3%
College of New Caledonia	BUSMKT	BUS ADMIN MARKETING/MGMT	40	30%	20%	15%
College of New Caledonia	BUSN	BUS ADMIN-GENERAL	15	33%	13%	7%
College of New Caledonia	BUSNR	BUSINESS ADMIN - REGIONAL	3	67%	33%	0%
College of the Rockies	BA 2 P	BUSINESS ADMIN YEAR 2 P/T	3	0%	0%	0%
College of the Rockies	BA 2 IN P	BUSINESS ADMIN YEAR 2 P/T	1	0%	0%	0%
College of the Rockies	BA 2 F	BUSINESS ADMIN YEAR 2 F/T	37	43%	30%	3%
Douglas College	70	Marketing Management	31	32%	19%	6%
Douglas College	02	Administrative Management	20	25%	15%	5%
Douglas College	18	Commerce & Business Admin	200	75%	62%	9%
Douglas College	47	Financial Services Studies FT	20	50%	35%	20%
Douglas College	48	Financial Services Studies PT	5	20%	0%	0%

List of Arts and Sciences and Applied Programs in The Study

Business and Management

13-36 Months Programs (Mostly Diplomas)

			Respondents in 1995 or 1996 or 1997	% Contiuned Further Studies	% Tried to Transfer Any Credits	% Experienced Problems
Douglas College	50	General Business	66	50%	33%	2%
Douglas College	01	Accounting Management	67	48%	36%	6%
University College of the Fraser Valley	CIS AUTO	OFFICE AUTOMATION-CERT	1	0%	0%	0%
University College of the Fraser Valley	CIS MICRO	MICRO-COMPUTERS IN BUS-CERT	16	13%	0%	0%
University College of the Fraser Valley	BUS MARK	MARKETING & SALES CERTIFICATE	1	0%	0%	0%
University College of the Fraser Valley	BUS ACCT	ACCOUNTING CERTIFICATE	14	57%	57%	0%
University College of the Fraser Valley	BUS ADMIN	ADMINISTRATION CERTIFICATE	2	0%	0%	0%
University College of the Fraser Valley	BUS DIP 2	BUSINESS ADMIN DIPLOMA YEAR 2	57	47%	25%	7%
Kwantlen University College	40	ACCOUNTING	125	55%	42%	6%
Kwantlen University College	41	FINANCIAL MANAGEMENT	49	55%	41%	0%
Kwantlen University College	42	BUSINESS	10	30%	20%	0%
Kwantlen University College	43	BUSINESS MANAGEMENT	100	32%	20%	3%
Kwantlen University College	46	MARKETING	82	33%	15%	4%
Kwantlen University College	45	GENERAL BUSINESS STUDIES	18	50%	39%	17%
Kwantlen University College	85	COMMERCE	108	85%	77%	6%
Kwantlen University College	83	BUSINESS ADMINISTRATION	356	76%	63%	11%
Langara College	3243	COURT REPORTER	23	17%	9%	4%
Langara College	5190	A&S COMMERCE	52	88%	85%	10%
Langara College	3153	REALTY APPRAISAL	21	19%	10%	5%
Langara College	3172	GENERAL INSURANCE	5	40%	0%	0%
Langara College	13102	BUS FIN & INVSTMNT MGT (CO-OP)	2	50%	50%	50%
Langara College	3120	ACCOUNTING	37	62%	35%	5%
Langara College	3108	INTERNATIONAL BUSINESS	24	29%	17%	0%
Langara College	3107	A & S PACIFIC RIM	17	59%	47%	6%
Langara College	3102	BUS. FINANCE & INVESTMENT MNGT	18	17%	6%	0%
Langara College	13153	REALTY APPRAISAL	59	29%	10%	0%
Langara College	3161	MARKETING & SALES	20	25%	15%	5%
Malaspina University-College	HRMNO	HUMAN RESOURCES OPTION	6	50%	33%	17%
Malaspina University-College	GENMAN	GENERAL MANAGEMENT OPTION	6	17%	0%	0%
Malaspina University-College	FNCEO	FINANCE OPTION	23	26%	13%	0%
Malaspina University-College	BUSA	BUSINESS MANAGEMENT	17	47%	24%	6%
Malaspina University-College	BA-COM-2	BACHELOR OF COMMERCE YEAR 2	57	81%	77%	16%
Malaspina University-College	BA-COM	BACHELOR OF COMMERCE YEAR 1	73	60%	38%	10%
Malaspina University-College	ACCTO	ACCOUNTING OPTION	37	46%	30%	0%
Malaspina University-College	MARK	MARKETING MANAGEMENT OPTION	29	17%	14%	10%
North Island College	BSAM2	BUSINESS ADMINISTRATION	9	22%	11%	0%
Northern Lights College	MGMTFPT	MANAGEMENT PART-TIME - FSJ	1	100%	100%	0%
Northern Lights College	MGMTFFT	MANAGEMENT FULL-TIME - FSJ	25	20%	12%	4%
Northern Lights College	MGMTDFT	MANAGEMENT FULL-TIME - DC	1	0%	0%	0%
Northwest Community College	BADM2	BUSINESS ADMINISTRATION	54	35%	24%	7%
Northwest Community College	BADM2 PT	BUSINESS ADMINISTRATION	7	14%	0%	0%
Northwest Community College	BADM PT	BUSINESS ADMINISTRATION	1	0%	0%	0%
Okanagan University College	BUAD2	BUSINESS ADMIN 2ND YR	175	30%	21%	2%
Okanagan University College	BUAD WT	BUSINESS ADMIN CO-OP WORK TERM	10	70%	60%	30%
Okanagan University College	BUAD1	BUSINESS ADMIN 1ST YR	3	67%	67%	33%
Okanagan University College	BUAD PD	BUSINESS ADMIN POST-DIPLOMA	8	13%	13%	0%
Okanagan University College	BUAD1 PT	BUSINESS ADMIN 1ST YR PT	6	33%	33%	0%
Okanagan University College	BUAD2 PT	BUSINESS ADMIN 2ND YR PT	61	33%	20%	0%
Open Learning Agency	700002	DIPLOMA IN BUSINESS MANEGEMENT	1	0%	0%	0%
Open Learning Agency	700004	DIPLOMA IN MANAGEMENT STUDIES	7	71%	43%	14%
Selkirk College	BIS 2	BUSINESS INFORMATION SYSTEMS 2	24	17%	8%	4%
Selkirk College	BUS AD 2	BUSINESS ADMINISTRATION 2	48	40%	31%	2%
Selkirk College	BAS 1	BUSINESS ADMIN. STUDIES I	2	0%	0%	0%
		Subtotal	4,725	44%	31%	5%

Business and Management

Upper Division Programs (Mostly Baccalaureates)

			Respondents in 1995 or 1996 or 1997	% Contiuned Further Studies	% Tried to Transfer Any Credits	% Experienced Problems
University College of the Cariboo	BBUS	BACH BUSINESS ADMIN	75	33%	19%	1%
University College of the Cariboo	BBUSPGM	BACH BUSINESS PROGRAM	8	25%	13%	0%

List of Arts and Sciences and Applied Programs in The Study

Business and Management

Upper Division Programs (Mostly Baccalaureates)

			Respondents in 1995 or 1996 or 1997	% Contiuned Further Studies	% Tried to Transfer Any Credits	% Experienced Problems
University College of the Fraser Valley	BUS DEG 3	BACHELOR OF BUSINESS ADMINISTRATION - YEAR 3	28	54%	25%	7%
University College of the Fraser Valley	BUS DEG 4	BACHELOR OF BUSINESS ADMINISTRATION - YEAR 4	13	31%	15%	0%
Open Learning Agency	100003	BA IN ADMIN STUDIES	5	20%	0%	0%
Open Learning Agency	100026	BAS (BUS MGMT OPTION)	22	36%	5%	0%
Open Learning Agency	100008	BACHELOR OF ADMIN STUDIES	1	100%	0%	0%
Open Learning Agency	100019	BA IN ADMIN STUDIES	4	50%	0%	0%
Open Learning Agency	100025	BAS (PUBLIC SECTOR MGMT OPTION)	1	0%	0%	0%
Open Learning Agency	100028	BT (TECHNOLOGY MANAGEMENT)	1	0%	0%	0%
Selkirk College	BAS 3	BUSINESS ADMIN STUDIES III	4	50%	25%	0%
Selkirk College	BAS 4	BUSINESS ADMIN STUDIES IV	21	62%	48%	5%
		Subtotal	183	40%	20%	2%

Construction, Mechanical and Transportation

0-6 Months Programs (Mostly Certificates)

			Respondents in 1995 or 1996 or 1997	% Contiuned Further Studies	% Tried to Transfer Any Credits	% Experienced Problems
B. C. Institute of Technology	1630	DIESEL ENGINE ELECTRONICS TECH	1	0%	0%	0%
B. C. Institute of Technology	2550	Security Alarm Installer	104	11%	0%	0%
B. C. Institute of Technology	2600	Sheet Metal ELTT	55	15%	7%	0%
B. C. Institute of Technology	2700	Steel Fabrication ELTT	23	13%	4%	0%
B. C. Institute of Technology	2900	Painting and Decorating	43	7%	2%	0%
B. C. Institute of Technology	2000	Ironworker ELTT	15	7%	0%	0%
B. C. Institute of Technology	1530	CNC Advanced Programmer	26	12%	0%	0%
B. C. Institute of Technology	1520	CNC Programmer	3	0%	0%	0%
B. C. Institute of Technology	1450	Boilermaker ELTT	40	3%	0%	0%
B. C. Institute of Technology	2300	Plumbing ELTT	98	11%	1%	1%
B. C. Institute of Technology	1200	Auto Electronics Technician	28	29%	7%	4%
B. C. Institute of Technology	1510	CNC Machinist	14	7%	0%	0%
University College of the Cariboo	CARPAPP	CARPENTRY APPRENTICE	57	18%	2%	0%
University College of the Cariboo	WELF	WELDER FITTER	7	0%	0%	0%
University College of the Cariboo	WELDAPP	WELDING APPRENTICE	11	9%	9%	0%
University College of the Cariboo	WELD/B	WELDING LEVEL B	2	50%	0%	0%
University College of the Cariboo	WELB	WELDING LEVEL B	15	0%	0%	0%
University College of the Cariboo	WELA	WELDING LEVEL A	8	13%	0%	0%
University College of the Cariboo	PLUMAPP	PLUMBING APPRENTICE	33	9%	3%	0%
University College of the Cariboo	HDMEAPP	HEAVY DUTY MECH APP	38	13%	3%	0%
College of New Caledonia	ELTCARP	ENTRY LEVEL TRNG - CARPENTRY	33	12%	0%	0%
College of New Caledonia	ELTMILL	ENTRY LEVEL TRNG - MILLWRIGHT	32	16%	6%	0%
College of New Caledonia	ELTHDM	ENTRY LEVEL TRNG - HEAVY DUTY MECHANIC	21	0%	0%	0%
College of New Caledonia	ELTMACH	ENTRY LEVEL TRNG - MACHINIST	4	0%	0%	0%
College of New Caledonia	TRAC	ENTRY LEVEL TRADES - ALL SPECIALTIES	58	7%	0%	0%
College of New Caledonia	ELTELEC	ENTRY LEVEL TRNG - ELECTRICAL	32	16%	0%	0%
College of New Caledonia	ELTAUTO	ENTRY LEVEL TRNG - AUTOMOTIVE	23	26%	4%	0%
Malaspina University-College	HEOP-PT	HEAVY EQUIPMENT OPERATOR P/T	1	0%	0%	0%
North Island College	DRTR	DRIVER TRAINING	454	17%	0%	0%
Northern Lights College	CARPDRC	CARPENTRY	33	3%	3%	0%
Northern Lights College	ROTOTYD	ROTO TYPE	55	35%	0%	0%
Okanagan University College	WELDF	WELDER/FITTER	7	0%	0%	0%
Okanagan University College	RV TECH	RECREATION VEHICLE TECHNICIAN	59	7%	0%	0%
Vancouver Community College	232102	AUTOMOTIVE PAINTING AND REFINISHING TECHNICIAN	50	10%	2%	0%
Vancouver Community College	611510	TECHNICAL TRAINING ACCESS	18	11%	6%	6%
Vancouver Community College	334127	PRINTING PRODUCTION - BASIC	2	50%	0%	0%
Vancouver Community College	212127	DRAFTING - COMPUTER AIDED DESIGN DRAFTING (CADD) TECHNOLOGY I (AUTOCAD)	106	23%	0%	0%
Vancouver Community College	334131	ADVANCED CAMERA/SCANNER	1	0%	0%	0%
		Subtotal	1,610	14%	1%	0%

List of Arts and Sciences and Applied Programs in The Study

Construction, Mechanical and Transportation

7-12 Months Programs (Mostly Certificates)

			Respondents in 1995 or 1996 or 1997	% Contiuned Further Studies	% Tried to Transfer Any Credits	% Experienced Problems
B. C. Institute of Technology	1350	Automotive Mechanics ELTT	125	18%	4%	0%
B. C. Institute of Technology	170A	Drafting - Civil & Municipal	43	21%	0%	0%
B. C. Institute of Technology	2950	Electrical Control Service Tech	19	11%	0%	0%
B. C. Institute of Technology	1650	Drafting - Architectural	20	55%	10%	0%
B. C. Institute of Technology	2870	Welding Level A	16	6%	0%	0%
B. C. Institute of Technology	1600	Diesel Mechanics ELTT	25	12%	0%	0%
B. C. Institute of Technology	1550	Commercial Transport ELTT	39	10%	0%	0%
B. C. Institute of Technology	1370	Auto Mechanic Toyota Program	11	27%	0%	0%
B. C. Institute of Technology	170B	Drafting - Mechanical	31	26%	0%	0%
B. C. Institute of Technology	1300	Automated Business Equipment	32	3%	0%	0%
B. C. Institute of Technology	1250	Auto Service Education Program	11	45%	9%	0%
B. C. Institute of Technology	1040	AIRCRAFT ELECTRONICS (AVIONICS)	5	0%	0%	0%
B. C. Institute of Technology	1030	Aircraft Gas Turbine	12	8%	0%	0%
B. C. Institute of Technology	2850	Welding Level C	107	8%	0%	0%
B. C. Institute of Technology	2050	Joinery ELTT	65	14%	2%	0%
B. C. Institute of Technology	2860	Welding Level B	25	12%	0%	0%
B. C. Institute of Technology	1500	Carpentry ELTT	94	23%	1%	0%
B. C. Institute of Technology	2470	Power Engineering - 2nd Class	4	25%	0%	0%
B. C. Institute of Technology	1850	Heavy Duty Mechanics ELTT	75	13%	3%	0%
B. C. Institute of Technology	170C	Drafting - Structural	39	15%	3%	3%
B. C. Institute of Technology	2650	Steamfitting ELTT	3	0%	0%	0%
B. C. Institute of Technology	2460	Power Engineering - 3rd Class	35	6%	0%	0%
B. C. Institute of Technology	2450	Power Engineering - 4th Class	126	17%	0%	0%
B. C. Institute of Technology	2410	Power Engineering - General	64	6%	2%	0%
B. C. Institute of Technology	2400	Power Engineering Technical	40	10%	5%	0%
B. C. Institute of Technology	1900	Inboard/Outboard Mech ELTT	25	16%	8%	0%
B. C. Institute of Technology	2340	POWER EQUIPMENT MECHANIC ELTT	2	50%	0%	0%
B. C. Institute of Technology	2320	REFRIGERATION MECHANIC ELTT	7	14%	0%	0%
B. C. Institute of Technology	2250	Motorcycle Mechanics ELTT	18	33%	0%	0%
B. C. Institute of Technology	2200	Millwright ELTT	24	8%	4%	0%
B. C. Institute of Technology	2100	Machinist ELTT	66	11%	2%	0%
B. C. Institute of Technology	2350	Power and Process Engineering	29	10%	0%	0%
B. C. Institute of Technology	1020	Aircraft Structures	36	6%	0%	0%
B. C. Institute of Technology	170D	ARCHITECTURAL DRAFTING	13	23%	0%	0%
Camosun College	TRACHEAVY	ELT HEAVY DUTY MECH STREAM	34	21%	3%	0%
Camosun College	TRACPLUMB	ELT PLUMBING STREAM	49	20%	4%	0%
Camosun College	TRACSHEET	ELT SHEETMETAL FAB STREAM	22	14%	0%	0%
Camosun College	WATCHMATE	WATCHKEEPING MATE - OU	28	29%	4%	0%
Camosun College	WELDA	WELDING - A LEVEL	3	0%	0%	0%
Camosun College	WELDADV	WELDING - ADVANCED	66	17%	2%	2%
Camosun College	WELDC	WELDING - C LEVEL	27	15%	0%	0%
Camosun College	WELDFITTER	WELDFITTER	9	0%	0%	0%
Camosun College	TRACELEC	ELT ELECTRICAL STREAM	85	19%	2%	1%
Camosun College	BUSYPE	BUSINESS SYSTEMS TECHNICIAN	21	10%	0%	0%
Camosun College	WELDB	WELDING - B LEVEL	7	0%	0%	0%
Camosun College	TRACDISMA	ELT DIESEL-DIESEL MARINE	25	24%	0%	0%
Camosun College	TRACCARP	PRACTICAL CARPENTRY	44	14%	0%	0%
Camosun College	TRACAUTOM	ELT AUTOMECHANIC STREAM	47	11%	2%	2%
Camosun College	OFFSHNAV2	OFFSHORE NAVIGATOR 2 - OU	8	50%	0%	0%
Camosun College	OFFSHNAV1	OFFSHORE NAVIGATOR 1 - OU	2	50%	0%	0%
Camosun College	FFURN1	FINE FURNITURE LV1	38	16%	3%	3%
Camosun College	COMENDOR	COMMAND ENDORSEMENT - OU	8	38%	0%	0%
Camosun College	CHARTER	CHARTER BOAT OPERATOR	6	17%	0%	0%
Camosun College	APPSERV	MAJOR APPLIANCE REPAIR SERVICE	10	10%	0%	0%
Camosun College	ALFAB	ALUMINUM FABRICATION	4	0%	0%	0%
Camosun College	AIRSHEETML	AIRCRAFT SHEETMETAL TECHNICIAN	4	25%	0%	0%
Camosun College	COASTNAV2	COASTAL NAVIGATOR 2 - OU	7	14%	0%	0%
University College of the Cariboo	CTMRAPP	COMMERCIAL TRANSPORT APPRENTIC	51	25%	6%	2%
University College of the Cariboo	TRACMAR	MARINE I/O MECHANICAL REPAIR	9	11%	11%	0%
University College of the Cariboo	TRACHDMEC	HEAVY DUTY MECHANICS	8	13%	0%	0%

List of Arts and Sciences and Applied Programs in The Study

Construction, Mechanical and Transportation

7-12 Months Programs (Mostly Certificates)

			Respondents in 1995 or 1996 or 1997	% Contiuned Further Studies	% Tried to Transfer Any Credits	% Experienced Problems
University College of the Cariboo	TRACAUTOW	AUTOMOTIVE	6	17%	17%	0%
University College of the Cariboo	TRACAUTOM	AUTOMOTIVE	14	29%	0%	0%
University College of the Cariboo	PLUM	PLUMBING TRADE ENTRY	10	10%	10%	0%
University College of the Cariboo	PART	PARTSPERSON	24	4%	0%	0%
University College of the Cariboo	MARI	MARINE I/O ENGINES	23	9%	0%	0%
University College of the Cariboo	HDMECH	HEAVY DUTY MECHANIC	39	21%	0%	0%
University College of the Cariboo	HDME	HEAVY DUTY MECH TECH	19	11%	0%	0%
University College of the Cariboo	WELD	WELDING	19	11%	0%	0%
University College of the Cariboo	ELEL	ELECTRICAL TRADE ENTRY	107	18%	1%	0%
University College of the Cariboo	TRACPART	PARTSPERSON	18	17%	6%	0%
University College of the Cariboo	CTMR	COMMERCIAL TRANSPORT MECH REP	22	18%	0%	0%
University College of the Cariboo	CARPRES	CARPENTRY TRADE ENTRY	5	20%	0%	0%
University College of the Cariboo	CARP	CARPENTRY	64	13%	2%	0%
University College of the Cariboo	CAAT	COMMERCIAL VEH MAINT	34	12%	0%	0%
University College of the Cariboo	AUTO	AUTOMOTIVE TECH	26	12%	4%	0%
University College of the Cariboo	WELC	WELDING LEVEL C	28	18%	4%	0%
University College of the Cariboo	WELD/C	WELDING LEVEL C	12	25%	0%	0%
University College of the Cariboo	WELD/CW	WELDING LEVEL C	6	33%	0%	0%
University College of the Cariboo	WELDUP	WELDING - UPGRADING	3	33%	0%	0%
University College of the Cariboo	ELTE	ELECTRICAL TRADE ENTRY	9	11%	0%	0%
College of New Caledonia	WELDA	WELDING - LEVEL 'A'	13	8%	0%	0%
College of New Caledonia	CAAT-HDM5	COOP EDUC CAAT HEAVY DUTY MECHANIC	3	0%	0%	0%
College of New Caledonia	DRAFTECH	DRAFTING TECHNICIAN	3	33%	0%	0%
College of New Caledonia	POWERPE	POWER ENGINEERING	30	23%	3%	0%
College of New Caledonia	WELDB	WELDING - LEVEL 'B'	10	0%	0%	0%
College of New Caledonia	WELDFIT	WELDING - FITTER	1	0%	0%	0%
College of New Caledonia	WELDC	WELDING - LEVEL 'C'	16	13%	0%	0%
College of the Rockies	WEAP F	WELDING APPRENTICE	5	20%	0%	0%
College of the Rockies	ABRR F	AUTOBODY REPAIR & REFINISH F/T	11	18%	9%	0%
College of the Rockies	AMT CO-OP	AUTO. MECH. & TECH. CO-OP F/T	12	8%	0%	0%
College of the Rockies	SERT FE F	SMALL EQUIPMENT REPAIR TECH	9	22%	11%	0%
College of the Rockies	WELA F	WELDING LEVEL "A" F/T	1	0%	0%	0%
College of the Rockies	WELB P	WELDING LEVEL "B" P/T	1	0%	0%	0%
College of the Rockies	WELC F	WELDING LEVEL "C" F/T	23	17%	0%	0%
College of the Rockies	WELC FE F	WELDING - BASIC/LEVEL C F/T	19	5%	0%	0%
College of the Rockies	WELC FE P	WELDING - BASIC/LEVEL C P/T	1	0%	0%	0%
College of the Rockies	WELC FX F	WELDING "C" LEVEL F/T	3	0%	0%	0%
College of the Rockies	WELC P	WELDING LEVEL "C" P/T	2	0%	0%	0%
College of the Rockies	WEUP F	WELDING UPGRADING F/T	5	20%	0%	0%
College of the Rockies	WELB F	WELDING LEVEL "B" F/T	18	6%	0%	0%
College of the Rockies	MECH F	ENTRY LEVEL TRAINING MECHANICS	19	5%	0%	0%
University College of the Fraser Valley	SP MECH HD	HEAVY DUTY MECHANICS SPECIALTY	12	8%	8%	0%
University College of the Fraser Valley	OC MECH AU	AUTO MECH OCCUPATIONAL CORE	2	0%	0%	0%
University College of the Fraser Valley	WLDG C	WELDING "C" LEVEL"	36	14%	3%	0%
University College of the Fraser Valley	WLDG B	WELDING "B" LEVEL	5	40%	20%	20%
University College of the Fraser Valley	SP PARTS	SPECIALTY: PARTS & WAREHOUSING	20	10%	0%	0%
University College of the Fraser Valley	SP MECH CT	COMMERCIAL TRANSPORT SPECIALTY	4	0%	0%	0%
University College of the Fraser Valley	SP MECH AU	AUTO MECHANICS SPECIALTY	27	30%	4%	4%
University College of the Fraser Valley	WLDG UP	WELDING UPGRADING	1	100%	0%	0%
University College of the Fraser Valley	SP CARP	CARPENTRY SPECIALTY	8	13%	0%	0%
University College of the Fraser Valley	CC JOINERY	JOINERY: COMMON CORE	1	0%	0%	0%
University College of the Fraser Valley	OC JOINERY	JOINERY OCCUPATIONAL CORE	3	0%	0%	0%
University College of the Fraser Valley	OC CARP	CARPENTRY OCCUPATIONAL CORE	1	0%	0%	0%
University College of the Fraser Valley	DRFT	DRAFTING -ARCHITECTURAL/CIVIL	29	21%	7%	3%
University College of the Fraser Valley	CC MECH AU	COMMON CORE: AUTO MECHANICS	3	0%	0%	0%
University College of the Fraser Valley	CC CARP	COMMON CORE: CARPENTRY	2	50%	0%	0%
University College of the Fraser Valley	WLDG A	WELDING "A" LEVEL	1	0%	0%	0%
University College of the Fraser Valley	SP JOINERY	JOINERY SPECIALTY	13	31%	8%	0%
University College of the Fraser Valley	AV 1	AVIATION TRAINING YEAR 1	3	67%	67%	0%
Kwantlen University College	20	CADD	8	13%	0%	0%

List of Arts and Sciences and Applied Programs in The Study

Construction, Mechanical and Transportation

7-12 Months Programs (Mostly Certificates)

			Respondents in 1995 or 1996 or 1997	% Contiuned Further Studies	% Tried to Transfer Any Credits	% Experienced Problems
Kwantlen University College	18	CARPENTRY	37	11%	5%	0%
Kwantlen University College	16	UPHOLSTERY	40	5%	0%	0%
Kwantlen University College	14	AUTO PARTS	31	13%	6%	0%
Kwantlen University College	12	AUTO MECHANICS	59	14%	3%	0%
Kwantlen University College	10	APPLIANCE REPAIR	77	9%	0%	0%
Kwantlen University College	26	MASONRY	12	8%	0%	0%
Kwantlen University College	22	DRAFTING	79	16%	1%	0%
Kwantlen University College	28	MILLWRIGHT	17	29%	12%	0%
Kwantlen University College	32	OUTDOOR POWER EQUIP TECHNICIAN	11	9%	9%	0%
Kwantlen University College	33	WELDING	73	19%	1%	0%
Malaspina University-College	CARP	CARPENTRY	82	13%	2%	0%
Malaspina University-College	WELD-U	WELDING - UPGRADING	1	0%	0%	0%
Malaspina University-College	WELD-B	WELDING LEVEL B	3	67%	0%	0%
Malaspina University-College	WELD-A	WELDING LEVEL A	2	0%	0%	0%
Malaspina University-College	WELD	WELDING - GENERAL	42	7%	5%	0%
Malaspina University-College	SMEN	SMALL ENGINE MECHANIC REPAIR	68	10%	0%	0%
Malaspina University-College	MILL	MILLWRIGHT	11	27%	0%	0%
Malaspina University-College	HEOP	HEAVY EQUIPMENT OPERATING	6	0%	0%	0%
Malaspina University-College	CTVM	COMM TRANSPORT VEHICLE MECH	15	7%	0%	0%
Malaspina University-College	AUTO	AUTOMOTIVE MECHANICAL REPAIR	65	6%	0%	0%
Malaspina University-College	APPL	APPLIANCE REPAIR	51	10%	0%	0%
Malaspina University-College	HDTY	HEAVY DUTY MECHANICS	45	9%	2%	0%
North Island College	WFAB	WELDER/FABRICATOR	15	7%	0%	0%
North Island College	ETCH	ELECTRONICS TECHNICIAN	4	75%	50%	0%
North Island College	WELD	WELDING B	1	0%	0%	0%
North Island College	WELD	WELDING C	2	0%	0%	0%
North Island College	CARP	FINE FURNITURE	15	20%	0%	0%
North Island College	DRFT	DRAFTING	26	12%	4%	0%
North Island College	ELEM	SECURITY & FIRE ALARM INSTALLA	6	50%	17%	17%
North Island College	ELTT	TRADES TRAINING MECHANICS	14	7%	0%	0%
North Island College	FISH	MARINE TRAINING	51	27%	6%	0%
North Island College	MECA	TRADES TRAINING	3	33%	0%	0%
North Island College	MEHD	MECHANICS - HEAVY DUTY	11	18%	0%	0%
North Island College	MENG	MARINE/SMALL ENGINE TECHNICIAN	7	14%	0%	0%
North Island College	NAUT	MARINE TRAINING	38	32%	3%	0%
North Island College	TRAC	TRAINING ACCESS	13	23%	0%	0%
North Island College	WELD	WELDING A	5	20%	0%	0%
North Island College	FISH	MARINE TRAINING	9	33%	0%	0%
Northern Lights College	AUTOCFFT	AUTOMOTIVE CO-OP FULL TIME	25	8%	4%	0%
Northern Lights College	CARPDRC4	CARPENTRY APPRENTICE YR IV DC	14	7%	7%	0%
Northern Lights College	WELADFT	WELD APPRENTICE FULL-TIME - DC	17	0%	0%	0%
Northern Lights College	ROTOTYDFT	ROTO TYPE FULL TIME - DC	107	36%	3%	1%
Northern Lights College	CARJDFT	CARPENTRY/JOINERY FULL-TIME DC	18	17%	0%	0%
Northern Lights College	CARJDPT	CARPENTRY/JOINER PART-TIME DOC	1	100%	0%	0%
Northern Lights College	CARPDRC1	CARPENTRY APPRENTICE YEAR 1 DC	13	23%	0%	0%
Northern Lights College	CARPDRC2	CARPENTRY APPRENTICE YR II DC	13	0%	0%	0%
Northern Lights College	CARPDRC3	CARPENTRY APPRENTICE YR III DC	20	15%	10%	0%
Northern Lights College	CARPSRC	CARPENTRY APPRENTICE (RAC) STK	6	33%	0%	0%
Northern Lights College	DRTRDFT	DRIVER TRAINING FULL-TIME - DC	51	6%	0%	0%
Northern Lights College	ELTOFPT	ENTRY LEVEL TRADES O/SP PT FSJ	1	0%	0%	0%
Northern Lights College	MECHDPT	MECHANICAL TRADES - DC	9	33%	0%	0%
Northern Lights College	MECHFPT	MECHANICAL TRADES - FSJ	49	10%	2%	2%
Northern Lights College	MECHTPT	MECHANICAL TRADES - TR	11	0%	0%	0%
Northern Lights College	POPRFFT	POWER & PROCESS FULLTIME	18	6%	6%	0%
Northern Lights College	WELDDFT	WELDING FULL TIME - DC	26	0%	0%	0%
Northern Lights College	CTRANSFFT	COMMERCIAL TRANSPORT CO-OP F/T	28	7%	4%	0%
Northwest Community College	ELTT CARP	ENTRY LEVEL CARPENTRY	17	0%	0%	0%
Northwest Community College	WELD B	WELDING B MODULE	3	0%	0%	0%
Northwest Community College	WELD A	WELDING A MODULE	1	0%	0%	0%
Northwest Community College	WELD	WELDING GENERAL	29	21%	7%	0%

List of Arts and Sciences and Applied Programs in The Study

Construction, Mechanical and Transportation

7-12 Months Programs (Mostly Certificates)

			Respondents in 1995 or 1996 or 1997	% Contiuned Further Studies	% Tried to Transfer Any Credits	% Experienced Problems
Northwest Community College	MARINE	FISHERIES AND MARINE SKILLS	17	12%	6%	0%
Northwest Community College	ELTT MILL	ENTRY LEVEL MILLWRIGHT	6	50%	0%	0%
Northwest Community College	ELTT JOIN	ENTRY LEVEL JOINERY	2	0%	0%	0%
Northwest Community College	ELTT CTRAN	COMMERCIAL TRANSPORT REPAIR	1	0%	0%	0%
Northwest Community College	ELTT AUTO	ENTRY LEVEL AUTOMOTIVE	5	20%	20%	0%
Northwest Community College	ELTT HD	ENTRY LEVEL HEAVY DUTY MECH	8	13%	0%	0%
Okanagan University College	ELCR*	ELTT - CARPENTRY	36	14%	3%	0%
Okanagan University College	WELD-TEST	WELDING TEST	1	0%	0%	0%
Okanagan University College	ELHDCT*	ELT-HEAVY DUTY/COMM TRANSPORT	31	13%	3%	0%
Okanagan University College	WELDING-A	WELDING - LEVEL "A"	9	11%	0%	0%
Okanagan University College	WELDING-B	WELDING - LEVEL "B"	16	19%	0%	0%
Okanagan University College	ELAU*	ENTRY LEVEL TRAINING - AUTO MECH	26	8%	0%	0%
Okanagan University College	ELJO*	ELT-JOINERY	16	6%	0%	0%
Okanagan University College	ELMC*	ENTRY LEVEL TRAINING AUTOMOTIVE MECHANICS	12	33%	0%	0%
Okanagan University College	AUTO TEC**	AUTO TECHNICIAN ACADEMIC SEMESTER 2	25	28%	8%	0%
Okanagan University College	COLR TEC 2	COLLISION REPAIR TECHNICIAN	9	0%	0%	0%
Okanagan University College	ELAB*	ENTRY LEVEL TRAINING-AUTO BODY	12	25%	0%	0%
Okanagan University College	ELAR	ELT-AUTO PAINT & REFINISH	23	0%	0%	0%
Okanagan University College	WELDING-C	WELDING - LEVEL "C"	45	7%	0%	0%
Selkirk College	MILMAC 1	MILLWRIGHT/MACHINIST	25	8%	0%	0%
Selkirk College	WELD B	WELDING LEVEL "B"	12	8%	0%	0%
Selkirk College	WELD C	WELDING LEVEL "C"	27	15%	0%	0%
Selkirk College	FWWC 2	FINE WOODWORK AND CARPENTRY II	6	17%	0%	0%
Selkirk College	RSW 1	RESIDENTIAL CONSTRUCTION	12	0%	0%	0%
Selkirk College	WELD F	WELDER FITTER	6	0%	0%	0%
Selkirk College	MAS	MAJOR APPLIANCE SERVICING	23	4%	0%	0%
Selkirk College	EL-ENTRY	ELECTRICAL ENTRY	26	12%	0%	0%
Selkirk College	GMECH	GENERAL MECHANICS	31	10%	0%	0%
Selkirk College	FWWC 1	FINE WOODWORK AND CARPENTRY I	16	6%	0%	0%
Selkirk College	WELD A	WELDING LEVEL "A"	9	0%	0%	0%
Vancouver Community College	232263	AUTO COLLISION REPAIR APPRENTICE	15	0%	0%	0%
Vancouver Community College	232301	DIESEL TECHNICIAN	67	24%	6%	0%
Vancouver Community College	232262	AUTO COLLISION REPAIR APPRENTICE	6	0%	0%	0%
Vancouver Community College	321201	TRAFFIC, CUSTOMS & TRANSPORTAT	24	8%	0%	0%
Vancouver Community College	232251	AUTO. MECH. APPRENTICE - LEVEL 1	10	20%	0%	0%
Vancouver Community College	232206	AUTOMOTIVE TECHNICIAN	75	15%	3%	0%
Vancouver Community College	232101	AUTOMOTIVE COLLISION REPAIR TECHNICIAN	45	9%	2%	0%
Vancouver Community College	212123	DRAFTING	14	14%	0%	0%
Vancouver Community College	212121	DRAFTING - ARCHITECTURAL, CIVIL, STRUCTURAL AND CADD	34	35%	6%	0%
Vancouver Community College	233250	AUTO GLASS INSTALLER APPRENTICE	1	0%	0%	0%
Vancouver Community College	232252	AUTO. MECH. APPRENTICE - LEVEL 2	2	0%	0%	0%
Vancouver Community College	232253	AUTO. MECH. APPRENTICE - LEVEL 3	13	15%	8%	0%
Vancouver Community College	232254	AUTO. MECH. APPRENTICE - LEVEL 4	36	22%	0%	0%
Vancouver Community College	232261	AUTO COLLISION REPAIR APPRENTICE	6	17%	0%	0%
Vancouver Community College	334133	GRAPHIC ARTS PRINTING PRODUCTION	27	11%	0%	0%
Vancouver Community College	212122	DRAFTING - ARCHITECTURAL, STEEL DETAILING AND CADD	17	24%	6%	0%
		Subtotal	5,189	15%	2%	0%

Construction, Mechanical and Transportation

13-36 Months Programs (Mostly Diplomas)

			Respondents in 1995 or 1996 or 1997	% Contiuned Further Studies	% Tried to Transfer Any Credits	% Experienced Problems
B. C. Institute of Technology	5450	Cad Programming	19	5%	0%	0%
B. C. Institute of Technology	1010	Aircraft Maintenance Eng-Cat M	85	14%	0%	0%
B. C. Institute of Technology	110A	Automotive Collision Refinish	9	11%	0%	0%
B. C. Institute of Technology	1260	AUTOMOTIVE SERVICE TECHNICIAN	1	0%	0%	0%
B. C. Institute of Technology	1950	Industrial Maintenance Mech	13	8%	0%	0%
B. C. Institute of Technology	2800	Tool and Die Technician	22	14%	0%	0%
B. C. Institute of Technology	1000	Aircraft Maint Avionics-Cat E	17	29%	6%	6%

List of Arts and Sciences and Applied Programs in The Study

Construction, Mechanical and Transportation

13-36 Months Programs (Mostly Diplomas)

			Respondents in 1995 or 1996 or 1997	% Continued Further Studies	% Tried to Transfer Any Credits	% Experienced Problems
B. C. Institute of Technology	2990	HVACR TECHNICIAN	6	17%	0%	0%
B. C. Institute of Technology	110B	Automotive Collision Repair	25	20%	8%	0%
B. C. Institute of Technology	635B	Mechanical - CAD/CAM	42	36%	19%	5%
B. C. Institute of Technology	7450	Transportation Logistics Mgmt	35	20%	6%	0%
B. C. Institute of Technology	2910	SHIPPING AND MARINE OPERATIONS	6	17%	0%	0%
B. C. Institute of Technology	126B	Auto Service Technician	19	26%	11%	0%
University College of the Cariboo	CADD	COMPUTER AIDED DRAFT	58	22%	3%	0%
College of New Caledonia	ENGDESIGN	ENGINEERING GRAPHICS & DESIGN TECHNOLOGY	25	0%	0%	0%
College of New Caledonia	AVIA2	COMMERCIAL AVIATION	1	0%	0%	0%
University College of the Fraser Valley	AV 2	AVIATION TRAINING YEAR 2	48	33%	10%	4%
Northern Lights College	AUTOCFF	AUTOMOTIVE TECHNICIAN CO-OP TRAINING	13	0%	0%	0%
Northern Lights College	AMEGDFT	AIRCRAFT MAINT. ENG. F-TIME DC	122	19%	0%	0%
Northern Lights College	CTRANSF	COMMERCIAL TRANSPORT TECHNICIAN CO-OP	7	0%	0%	0%
Northern Lights College	ROTODPT	ROTOR TECH PART-TIME - DC	2	50%	0%	0%
Northern Lights College	ROTOR	ROTOR TECH PROGRAM	3	0%	0%	0%
Northern Lights College	ROTODFT	ROTOR TECH FULL-TIME - DC	9	56%	0%	0%
Okanagan University College	AVIA2	COMMERCIAL AVIATION 2ND YR	18	28%	6%	6%
Okanagan University College	AVIA1	COMMERCIAL AVIATION 1ST YR	2	50%	50%	0%
Selkirk College	AVIA 2	AVIATION 2	23	9%	4%	0%
		Subtotal	630	20%	4%	1%

Education and Library Science

0-6 Months Programs (Mostly Certificates)

			Respondents in 1995 or 1996 or 1997	% Continued Further Studies	% Tried to Transfer Any Credits	% Experienced Problems
College of the Rockies	SPEDACS PV	SPECIAL EDUCATION ASST. PT VOC	12	33%	8%	8%
		Subtotal	12	33%	8%	8%

Education and Library Science

7-12 Months Programs (Mostly Certificates)

			Respondents in 1995 or 1996 or 1997	% Continued Further Studies	% Tried to Transfer Any Credits	% Experienced Problems
Camosun College	ECCE2	EARLY CHILDHOOD CARE & EDUCATION - YEAR II	9	22%	22%	0%
Camosun College	ECCEN	EARLY CHILDHOOD CARE & EDUCATION	10	10%	0%	0%
Camosun College	ECCE1	EARLY CHILDHOOD CARE & EDUCATI	7	14%	14%	14%
Camosun College	ECE1	EARLY CHILDHOOD EDUCATION YR 1	15	20%	0%	0%
Camosun College	FNTA	FIRST NATIONS TEACHER ASSISTANT	6	33%	17%	0%
Capilano College	070	EARLY CHILDHOOD CARE & ED	40	13%	7%	3%
University College of the Cariboo	ECED	EARLY CHILDHOOD EDUCATION	75	15%	5%	0%
College of New Caledonia	ECE	EARLY CHILDHOOD EDUCATION	36	22%	0%	0%
College of the Rockies	ECED 1 F	EARLY CHILDHOOD EDUCATION I	32	9%	0%	0%
College of the Rockies	ECED 1 P	EARLY CHILDHOOD EDUCATION I	4	0%	0%	0%
College of the Rockies	SPEDA F	SPECIAL EDUCATION ASSISTANT FT	28	18%	4%	0%
College of the Rockies	SPEDAGO PV	SPECIAL EDUCATION ASST. PT VOC	18	22%	0%	0%
Douglas College	40	Early Childhood Education FT	9	33%	11%	0%
Douglas College	41	Early Childhood Education PT	44	30%	18%	2%
University College of the Fraser Valley	LIBIT 1	LIB & INFO TECH PROGRAM YR 1	31	32%	13%	3%
University College of the Fraser Valley	ECE CERTAB	EARLY CHILDHOOD EDUC-CERT ABBY	2	0%	0%	0%
University College of the Fraser Valley	ECE DIP	EARLY CHILDHOOD EDUCATION DIPL	36	22%	8%	0%
University College of the Fraser Valley	ECE CERTCH	EARLY CHILDHOOD EDUC-CERT CHWK	2	50%	0%	0%
University College of the Fraser Valley	ECE CERT	EARLY CHILDHOOD EDUCATION CERT	40	15%	10%	3%
Kwantlen University College	70	EARLY CHILDHOOD EDUCATION	50	22%	10%	0%
Kwantlen University College	210	EARLY CHILDHOOD EDUCATION + ESL	16	19%	6%	0%
Langara College	4411	EARLY CHILDHOOD ED	36	25%	8%	0%
Langara College	4413	SPECIAL EDUCATION ASSISTANT	63	8%	0%	0%
Malaspina University-College	ECEC IT	ECEC-INFANT AND TODDLERS CERT.	5	40%	20%	0%
Malaspina University-College	ECEC	EARLY CHILDHOOD EDUCATION CERT	18	17%	6%	0%
North Island College	ECED	EARLY CHILDHOOD EDUCATION	80	15%	3%	0%
Northern Lights College	TEAIDECFT	TEACHER AIDE - FULLTIME - CHET	7	14%	0%	0%
Northern Lights College	ECEDFPT	EARLY CHILD. ED PART-TIME -FSJ	5	20%	20%	0%
Northern Lights College	ECEDFFT	EARLY CHILD. ED FULL-TIME -FSJ	6	33%	0%	0%
Northern Lights College	ECEDCFT	EARLY CHILDHOOD ED F/T-CHET	3	0%	0%	0%

List of Arts and Sciences and Applied Programs in The Study

Education and Library Science
7-12 Months Programs (Mostly Certificates)

			Respondents in 1995 or 1996 or 1997	% Contiuned Further Studies	% Tried to Transfer Any Credits	% Experienced Problems
Northwest Community College	ECE PT	EARLY CHILDHOOD EDUCATION	11	55%	27%	0%
Northwest Community College	ASE PAT	PRESCHOOL AIDE TRAINING	2	0%	0%	0%
Northwest Community College	ECE	EARLY CHILDHOOD EDUCATION	17	18%	0%	0%
Okanagan University College	ECED	EARLY CHILDHOOD EDUCATION	28	4%	0%	0%
Okanagan University College	ECED PT	EARLY CHILDHOOD EDUCATION - PT	5	0%	0%	0%
Okanagan University College	ECED-PB	EARLY CHILDHOOD EDUCATION - POST BASIC	25	8%	4%	0%
Selkirk College	ECE 1	EARLY CHILDHOOD EDUCATION 1	42	10%	2%	2%
Vancouver Community College	311902	INSTRUCTOR TRAINING	10	40%	0%	0%
Vancouver Community College	311901	TRAIN THE TRAINER	19	32%	5%	5%
		Subtotal	892	18%	6%	1%

Education and Library Science
13-36 Months Programs (Mostly Diplomas)

			Respondents in 1995 or 1996 or 1997	% Contiuned Further Studies	% Tried to Transfer Any Credits	% Experienced Problems
B. C. Institute of Technology	6050	Industrial Educ Teacher Educ	12	100%	100%	0%
B. C. Institute of Technology	605C	Technology Teacher Education	12	100%	83%	8%
B. C. Institute of Technology	605D	TECHNOLOGY TEACHER EDUCATION	4	100%	100%	0%
Camosun College	ECE2	EARLY CHILDHOOD EDUCATION YR2	20	25%	10%	0%
University College of the Cariboo	BEDU	BACH OF EDUCATION (ELEMENTARY)	114	11%	4%	0%
College of New Caledonia	ECE2PB	EARLY CHILDHOOD POST-BASIC	11	27%	0%	0%
College of the Rockies	ECEDIP P	EARLY CHILDHOOD ED DIPLOMA P/T	4	25%	0%	0%
College of the Rockies	ECED 2 PV	EARLY CHILDHOOD ED. II PT VOC	5	40%	20%	0%
Douglas College	43	Early Childhood Educ Post Basc	60	30%	13%	5%
Douglas College	49	Physical Education FT	13	92%	92%	23%
Douglas College	06	Early Child. Education Dip	27	19%	15%	4%
Douglas College	86	Physical Education PT	62	81%	68%	35%
University College of the Fraser Valley	AC BA AE	BACHELOR OF ARTS IN ADULT EDUC	5	40%	0%	0%
University College of the Fraser Valley	LIBIT 2	LIB & INFO TECH PROGRAM YR 2	22	36%	14%	0%
Langara College	4414	ECE SPECIAL ED POST BASIC CERT	43	14%	2%	2%
Langara College	4431	LIBRARY TECHNICIAN	53	17%	6%	0%
Malaspina University-College	BA-EE	BACHELOR OF ED. (ELEMENTARY)	105	39%	27%	9%
Malaspina University-College	BA-EPE	BACHELOR OF PHYSICAL EDUCATION	28	43%	29%	14%
Malaspina University-College	BA-EPE-2	BACHELOR OF P.E. YEAR 2	26	42%	35%	4%
Malaspina University-College	BA-EPH	BACHELOR OF ED. (PHYSICAL ED.)	10	50%	30%	0%
Malaspina University-College	BA-EPH-2	BACHELOR OF ED. (P.E.) YEAR 2	14	64%	57%	14%
Malaspina University-College	CYCL	COWICHAN TRIBE'S ECEC/CYC	7	0%	0%	0%
Malaspina University-College	ECEC SN	ECEC POST BASIC: SPECIAL NEEDS	4	25%	25%	0%
Selkirk College	PE 2	PHYSICAL EDUCATION II	23	61%	57%	22%
Selkirk College	PE 1	PHYSICAL EDUCATION I	14	86%	64%	21%
		Subtotal	698	38%	27%	8%

Education and Library Science
Upper Division Programs (Mostly Baccalaureates)

			Respondents in 1995 or 1996 or 1997	% Contiuned Further Studies	% Tried to Transfer Any Credits	% Experienced Problems
Malaspina University-College	BA-EE-5E	U VIC B ED ELEM. YR 5 - ESL	5	0%	0%	0%
Malaspina University-College	BA-EE-5	U VIC B ED ELEM. YR 5	102	23%	6%	0%
Malaspina University-College	BA-EE-4P	U VIC B ED ELEM. YR 4 POST-DEG	42	7%	5%	0%
Malaspina University-College	BA-EE-4	U VIC B ED ELEM. YR 4	97	39%	23%	2%
Malaspina University-College	BA-EE-3	U VIC B ED ELEM. YR 3	15	67%	53%	7%
Malaspina University-College	BA-EE-3P	U VIC B ED ELEM. YR 3 POST-DEG	5	80%	60%	0%
Okanagan University College	UVIC-E-5CT	UVIC - B.Ed. Yr 5	8	38%	0%	0%
Okanagan University College	UVIC-E-4TP	UVIC - B.Ed. TRANSITIONAL ELEMENTARY	28	39%	29%	0%
Okanagan University College	UVIC-E-5PT	UVIC - B.Ed. Yr 5 PT	88	15%	3%	1%
Okanagan University College	UVIC-E-4PT	UVIC - B.Ed. Yr 4 PT	1	0%	0%	0%
Okanagan University College	UVIC-E-4PD	UVIC - B.Ed. POST DEGREE PROFESSIONAL	19	16%	5%	0%
Okanagan University College	UVIC-E-3TP	UVIC - B.Ed. TRANSITIONAL ELEMENTARY	1	100%	0%	0%
Okanagan University College	UVIC-E-3PD	UVIC - B.Ed. POST DEGREE PROFESSIONAL ELEMENTARY ED	2	100%	100%	0%
		Subtotal	413	27%	13%	1%

List of Arts and Sciences and Applied Programs in The Study

Engineering, Electronics, Computer Tech and Natural Resource
0-6 Months Programs (Mostly Certificates)

			Respondents in 1995 or 1996 or 1997	% Contiuned Further Studies	% Tried to Transfer Any Credits	% Experienced Problems
Camosun College	ENGBRIDGE	CIVIL ENGINEERING BRIDGING	14	100%	93%	14%
University College of the Cariboo	ELECAPP	ELECTRICAL APPRENTICE	180	16%	4%	0%
Malaspina University-College	LOGS	LOG SCALING	32	13%	0%	0%
North Island College	DIVE	DIVE MASTER/SEA FARM HARVESTING	3	0%	0%	0%
North Island College	LOGG	LOG SCALING	8	25%	0%	0%
Vancouver Community College	222104	ELECTRONICS TECHNICIAN - TELECOM	79	19%	0%	0%
Vancouver Community College	222105	ELECTRONICS TECHNICIAN - CONSUMER	17	24%	0%	0%
Vancouver Community College	223004	ELECTRONICS TECH - COMPUTER	57	21%	7%	2%
		Subtotal	390	21%	6%	1%

Engineering, Electronics, Computer Tech and Natural Resource
7-12 Months Programs (Mostly Certificates)

			Respondents in 1995 or 1996 or 1997	% Contiuned Further Studies	% Tried to Transfer Any Credits	% Experienced Problems
B. C. Institute of Technology	1800	Electronics Tech Common Core	239	13%	3%	0%
B. C. Institute of Technology	9350	TECHNOLOGY MGMT - ENGINEERING	1	0%	0%	0%
B. C. Institute of Technology	2750	Telecommunications Technician	73	7%	1%	0%
B. C. Institute of Technology	1750	Electricity & Ind Electronics	134	13%	1%	1%
B. C. Institute of Technology	7600	Environ Mgt/Real Estate Assets	2	0%	0%	0%
Camosun College	ENGBRIDGE	MECHANICAL ENGBRIDGE TECH	40	78%	72%	10%
Camosun College	MECHACC	MECHANICAL ENGINEERING ACCESS	1	100%	100%	100%
Camosun College	HORTICULT2	HORTICULTURE TECHNICIAN LEV II	7	43%	14%	0%
Camosun College	FISHUP	FISHING MASTER 3	2	0%	0%	0%
Camosun College	ENGBRIDGE	ELECTRICAL ENGBRIDGE TECH	21	100%	100%	10%
Camosun College	HORTICULT1	HORTICULTURE TECHNICIAN LEV I	37	24%	0%	0%
Capilano College	044	LANDSCAPE HORTICULTURE	59	22%	2%	2%
Capilano College	108	ENGINEERING	30	97%	93%	17%
Capilano College	240	APPLIED INFORMATION TECH	28	36%	4%	0%
University College of the Cariboo	HORT	PRACTICAL HORTICULTURE	37	14%	3%	3%
University College of the Cariboo	CORE/TCOM	CORE ELECTRONICS	7	43%	14%	0%
University College of the Cariboo	ELEC	ELECTRONICS	69	12%	4%	0%
University College of the Cariboo	CORE/CAST	CORE ELECTRONICS	7	14%	0%	0%
University College of the Cariboo	CORE/COMP	CORE ELECTRONICS	4	25%	0%	0%
College of New Caledonia	RENEWRES	RENEWABLE RESOURCES TECHNICAL ASSISTANT	5	20%	0%	0%
College of the Rockies	HORT CS F	HORTICULTURE TECHNICIAN	11	18%	0%	0%
College of the Rockies	RCT F	RESIDENTIAL CONTRUCTION TECHNICIAN	13	15%	0%	0%
University College of the Fraser Valley	AG TECH 1	AGRICULTURAL TECHNOLOGY YEAR 1	2	0%	0%	0%
University College of the Fraser Valley	CIS COOP	COMP INFO SYSTEMS CO-OP OPTION	2	50%	0%	0%
University College of the Fraser Valley	CIS DIP 1	COMPUTER INFO SYSTEMS DIP-YR 1	13	31%	8%	0%
Kwantlen University College	21	COMPUTER ELECTRONIC SPECIALIST	2	50%	0%	0%
Kwantlen University College	81	APPLIED SCIENCES	109	84%	73%	8%
Kwantlen University College	2B	HORTICULTURE TECHNICIAN	14	29%	0%	0%
Kwantlen University College	24	FARRIER	18	6%	0%	0%
Kwantlen University College	2A	COMPUTER SYSTEMS TECHNICIAN	18	33%	6%	0%
Langara College	13140	COMPUTER INFO SYSTEM (CO-OP)	54	26%	2%	2%
Malaspina University-College	ELEC-FT	COMPUTER ELECTRONIC TECHNICIAN	27	33%	7%	0%
Malaspina University-College	HORT	HORTICULTURE/GROUNDS MAINTEN	36	11%	3%	0%
North Island College	ELEC	ELECTRONICS	8	50%	38%	0%
North Island College	IELC	ELECTRICITY & INDUSTRIAL ELECT	29	7%	0%	0%
North Island College	ELAP	ELECTRICAL APPRENTICE	1	0%	0%	0%
North Island College	FRST	FORESTRY	10	10%	0%	0%
Northern Lights College	FORECPT	FORESTRY - CHETWYND PART/TIME	2	0%	0%	0%
Northwest Community College	NRES	NATURAL RESOURCES	1	100%	100%	0%
Northwest Community College	CLOG	COASTAL LOG SCALING	6	0%	0%	0%
Okanagan University College	ELEN1	ELECTRONIC ENGINEERING TECHNICIAN 1ST YR	1	0%	0%	0%
Open Learning Agency	600007	CERT IN COMPUTER PROGRAMMING	9	44%	22%	22%
Open Learning Agency	600016	ELECTRONICS CERTIFICATE	1	0%	0%	0%
Selkirk College	BST	BUILDING SYSTEMS TECHNICIAN	28	18%	0%	0%
Vancouver Community College	222107	ELECTRONICS TECH	22	36%	5%	5%
Vancouver Community College	325101	COMPUTER PROGRAMMER	11	27%	18%	9%
Vancouver Community College	325103	COMPUTER APPLIC'NS SUPPORT SPECLST	74	26%	3%	3%

List of Arts and Sciences and Applied Programs in The Study

Engineering, Electronics, Computer Tech and Natural Resource
7-12 Months Programs (Mostly Certificates)

			Respondents in 1995 or 1996 or 1997	% Contiuned Further Studies	% Tried to Transfer Any Credits	% Experienced Problems
Vancouver Community College	222006	ELECTRONICS TECH - COMMON CORE	3	67%	33%	0%
Vancouver Community College	222001	ELECTRONICS TECH - COMMON CORE	3	0%	0%	0%
		Subtotal	1,331	28%	15%	2%

Engineering, Electronics, Computer Tech and Natural Resource
13-36 Months Programs (Mostly Diplomas)

			Respondents in 1995 or 1996 or 1997	% Contiuned Further Studies	% Tried to Transfer Any Credits	% Experienced Problems
B. C. Institute of Technology	5700	Electronic Engineering Tech	5	0%	0%	0%
B. C. Institute of Technology	635D	Mechanical - Design	53	25%	17%	6%
B. C. Institute of Technology	635C	Mechanical- Mechanical Systems	34	18%	3%	0%
B. C. Institute of Technology	6350	Mechanical	2	0%	0%	0%
B. C. Institute of Technology	570E	Electronic-Telecommunications	98	14%	3%	1%
B. C. Institute of Technology	570D	Elec-Automatn/Instrumentation	74	19%	4%	3%
B. C. Institute of Technology	570C	Electronic - Power	39	13%	8%	0%
B. C. Institute of Technology	635E	Mechanical - Manufacturing	32	9%	3%	0%
B. C. Institute of Technology	570A	Elec-Computer Control	84	20%	6%	1%
B. C. Institute of Technology	570B	Elec-Computer Control/Power	4	25%	0%	0%
B. C. Institute of Technology	6600	Mining	9	44%	44%	22%
B. C. Institute of Technology	7000	Natural Gas and Petroleum	23	17%	9%	9%
B. C. Institute of Technology	550M	Comp Sys - Artificial Intelligence	19	11%	0%	0%
B. C. Institute of Technology	7250	Renew Res - Forestry	102	32%	16%	3%
B. C. Institute of Technology	550H	Comp Sys - Micro Comp Systems	45	20%	7%	0%
B. C. Institute of Technology	7400	Surveying and Mapping	65	15%	11%	2%
B. C. Institute of Technology	7550	Wood Products Manufacturing	25	20%	12%	4%
B. C. Institute of Technology	9050	Advanced Manufacturing	1	100%	0%	0%
B. C. Institute of Technology	9100	Geographical Info Systems	51	14%	2%	0%
B. C. Institute of Technology	9700	Software Development	5	20%	0%	0%
B. C. Institute of Technology	7050	Plastics	26	15%	0%	0%
B. C. Institute of Technology	5500	Computer Systems	8	50%	25%	0%
B. C. Institute of Technology	2970	Industrial Instrumentation Serv	12	8%	0%	0%
B. C. Institute of Technology	500A	Food Technology	49	14%	2%	0%
B. C. Institute of Technology	500B	Biotechnology	45	18%	7%	7%
B. C. Institute of Technology	5050	Biomedical Engineering	44	5%	5%	0%
B. C. Institute of Technology	5150	Building	3	0%	0%	0%
B. C. Institute of Technology	515A	Building - Architecture	79	23%	8%	5%
B. C. Institute of Technology	515B	Building - Economics	64	20%	5%	2%
B. C. Institute of Technology	515C	Building - Building Science	45	20%	4%	4%
B. C. Institute of Technology	515D	Building - Architect/Economics	3	0%	0%	0%
B. C. Institute of Technology	550J	Comp Sys-Introd Comp Info Sys	12	25%	17%	8%
B. C. Institute of Technology	5400	Civil & Structural	127	20%	9%	1%
B. C. Institute of Technology	550L	Comp Sys - Combined Program	28	29%	7%	4%
B. C. Institute of Technology	550A	Comp Sys - Data Comm Systems	37	14%	3%	0%
B. C. Institute of Technology	550B	Comp Sys - Decision Systems	30	13%	3%	0%
B. C. Institute of Technology	550D	Comp Sys - Expert Systems	11	9%	9%	0%
B. C. Institute of Technology	550F	Comp Sys - Information Systems	37	27%	8%	0%
B. C. Institute of Technology	550G	Comp Sys - Introductory Program	10	10%	0%	0%
B. C. Institute of Technology	7350	Robotics and Automation	35	14%	3%	0%
B. C. Institute of Technology	550I	Comp Sys-Office Comp Skill	2	0%	0%	0%
B. C. Institute of Technology	Z781	BIOMED - BIOMEDICAL ELECTRONICS	1	100%	0%	0%
B. C. Institute of Technology	550K	Comp Sys - Database Option	12	17%	0%	0%
B. C. Institute of Technology	5350	Chemical Sciences	64	20%	11%	0%
B. C. Institute of Technology	7200	Renew Res-Fish Wildlife & Rec	51	20%	12%	8%
Camosun College	COMP2	COMPUTER TECHNOLOGY	78	15%	3%	1%
Camosun College	MECHDESIG	MECHANICAL ENGINEERING/DESIGN	48	21%	15%	4%
Camosun College	CIVIL2	CIVIL ENGINEERING TECHNOLOGY	46	13%	0%	0%
Camosun College	ELEC2	ELECTRONICS ENGINEERING TECH	26	8%	0%	0%
Camosun College	ELECCOMP	COMPUTER ENGINEERING OPTION	7	29%	14%	0%
Camosun College	ELECENGR	ELECTRONICS ENGINEERING TECHNOLOGY	6	17%	0%	0%
Camosun College	ELECTECN	ELECTRONICS TECHNICIAN	32	22%	6%	0%
Camosun College	ENVR0	ENVIRONMENTAL TECHNOLOGY P/T	2	50%	0%	0%

List of Arts and Sciences and Applied Programs in The Study

Engineering, Electronics, Computer Tech and Natural Resource

13-36 Months Programs (Mostly Diplomas)

			Respondents in 1995 or 1996 or 1997	% Contiuned Further Studies	% Tried to Transfer Any Credits	% Experienced Problems
Camosun College	ENVR2	ENVIRONMENTAL TECHNOLOGY	21	19%	14%	5%
Camosun College	BIOCHEM2	BIOL & CHEM SCIENCES TECH	57	67%	60%	5%
University College of the Cariboo	OSSP	OFFICE SYS SPECIAL	9	11%	0%	0%
University College of the Cariboo	FRST	FORESTRY	12	83%	83%	8%
University College of the Cariboo	TCOM	TELECOMMUNICATIONS	21	14%	0%	0%
University College of the Cariboo	OSS	OFFICE SYSTEMS SPECIALIST	3	0%	0%	0%
University College of the Cariboo	OADMW	OFFICE ADMINISTRATION	9	0%	0%	0%
University College of the Cariboo	ENGN	ENGINEERING	22	91%	86%	27%
University College of the Cariboo	ELEC/TCOM	TELECOMMUNICATION TECHNICIAN	2	50%	0%	0%
University College of the Cariboo	ELEC/COMP	COMPUTER MAINTENANCE	1	0%	0%	0%
University College of the Cariboo	CAST	COMP AUTOMATED SYST	24	25%	4%	0%
University College of the Cariboo	CTEC	COMP SYSTEMS TECH	28	21%	0%	0%
University College of the Cariboo	CSOM	COMP SYS OP & MGMT	31	19%	0%	0%
College of New Caledonia	EGAD2	ENGINEERING GRAPHICS & DESIGN	10	10%	0%	0%
College of New Caledonia	ELET2	ELECTRONICS TECHNOLOGY	25	4%	0%	0%
College of New Caledonia	FORS2	FORESTRY TECHNOLOGY	66	23%	12%	5%
College of New Caledonia	GIS	G.I.S. TECHNOLOGY	16	6%	0%	0%
College of New Caledonia	EGAD1	ENGINEERING GRAPHICS & DESIGN	1	0%	0%	0%
Douglas College	28	Computer Information Sys PT	14	21%	21%	0%
Douglas College	29	Construction Management	12	33%	17%	0%
Douglas College	27	Computer Information Sys FT	40	38%	23%	7%
University College of the Fraser Valley	AG IPM	INTEGRATED PEST MANAGMNT CERT	9	22%	0%	0%
University College of the Fraser Valley	AG LIVE	LIVESTOCK PRODUCTION	4	0%	0%	0%
University College of the Fraser Valley	AG TECH 2	AGRICULTURAL TECHNOLOGY YEAR 2	42	12%	0%	0%
University College of the Fraser Valley	CIS DIP 2	COMPUTER INFO SYSTEMS DIP-YR 2	29	24%	7%	3%
University College of the Fraser Valley	AG HORT	ORNAMENTAL HORTICULTURE PROD	27	15%	0%	0%
Kwantlen University College	44	COMPUTER INFORMATION SYSTEMS	47	45%	28%	2%
Kwantlen University College	50	AUTOMATION/ROBOTICS TECHNOLOGY	19	16%	0%	0%
Kwantlen University College	51	ELECTRONICS TECHNOLOGY	35	23%	6%	0%
Kwantlen University College	52	ENVIRONMENTAL PROTECTION TECHN	38	24%	11%	8%
Kwantlen University College	53	HORTICULTURE TECHNOLOGY	82	16%	1%	1%
Kwantlen University College	86	COMPUTER SCIENCE	41	76%	66%	2%
Langara College	3520	A&S APPLIED COMP SCI. & TECH	25	20%	16%	8%
Langara College	13520	A&S APPLIED COMP SCI & TECH CO-OP	17	29%	24%	0%
Langara College	13515	APPLIED COMP SCI & TECH (CO-OP)	8	38%	38%	0%
Langara College	3140	COMPUTER INFOMATION SYSTEM	41	27%	7%	2%
Langara College	3515	COMPUTER INFORMATION SYS	15	40%	27%	0%
Malaspina University-College	BA-APS	BACHELOR OF APPLIED SCIENCE	15	67%	47%	20%
Malaspina University-College	FRST	FORESTRY TECHNOLOGY	2	0%	0%	0%
Malaspina University-College	FRST-2	FORESTRY TECHNOLOGY YEAR 2	43	14%	7%	5%
Malaspina University-College	FSA5-3	FISHERIES & AQUACULTURE TECH	1	0%	0%	0%
Malaspina University-College	FSAQ	FISHERIES & AQUACULTURE TECH	3	0%	0%	0%
Malaspina University-College	FSAQ-2	FISHERIES & AQUACULTURE 2ND YR	31	13%	6%	6%
Malaspina University-College	RMOT-2	RESOURCE MGMT OFFICER TECH 2YR	36	17%	3%	0%
North Island College	CPST	COMPUTER TECHNOLOGY	3	33%	33%	0%
North Island College	RRIM	RENEW. RES. - INTEGRATED RESOURCE MGMT	4	50%	25%	0%
North Island College	RRTP	RENEWABLE RESOURCES	10	20%	0%	0%
North Island College	CPST2	COMPUTER TECHNOLOGY	5	0%	0%	0%
Nicola Valley Institute of Technology	NRT	NATURAL RESOURCE TECHNOLOGY	28	21%	7%	4%
Northwest Community College	FRST TE PT	FOREST TECHNOLOGY	2	0%	0%	0%
Northwest Community College	FRST 2 PT	FOREST TECHNOLOGY	1	0%	0%	0%
Northwest Community College	FRST 2	FOREST TECHNOLOGY	23	13%	4%	0%
Northwest Community College	INDT PT	APPLIED INDUSTRIAL TECHNOLOGY	19	42%	11%	0%
Northwest Community College	INDT	APPLIED INDUSTRIAL TECHNOLOGY	2	0%	0%	0%
Okanagan University College	ELEN2 PT	ELECTRONIC ENGINEERING TECHNOL	6	0%	0%	0%
Okanagan University College	WQT2 PT	WATER QUALITY TECHNOLOGY YR 2	5	0%	0%	0%
Okanagan University College	WQT2	WATER QUALITY TECHNOLOGY YR 2	51	22%	6%	2%
Okanagan University College	CIS2 PT	COMPUTER INFORMATION SYSTEMS 2	7	0%	0%	0%
Okanagan University College	ELEN2	ELECTRONIC ENGINEERING TECHNOL	51	12%	0%	0%
Okanagan University College	CIEN WT	CIVIL ENGINEERING CO-OP WORK TERM	3	33%	0%	0%

List of Arts and Sciences and Applied Programs in The Study

Engineering, Electronics, Computer Tech and Natural Resource
13-36 Months Programs (Mostly Diplomas)

			Respondents in 1995 or 1996 or 1997	% Contiuned Further Studies	% Tried to Transfer Any Credits	% Experienced Problems
Okanagan University College	CIEN1	CIVIL ENGINEERING TECH 1ST YR	1	0%	0%	0%
Okanagan University College	CIEN2	CIVIL ENGINEERING TECHNOLOGY 2	60	20%	7%	2%
Okanagan University College	CIEN2 PT	CIVIL ENGINEERING TECHNOLOGY 2	2	0%	0%	0%
Okanagan University College	WQT WT	WATER QUALITY CO-OP WORK TERM	10	20%	10%	10%
Okanagan University College	CIS WT	COMPUTER INFORMATION SYSTEMS CO-OP WORK TERM	5	40%	40%	20%
Okanagan University College	WQT1	WATER QUALITY TECHNOLOGY YR 1	2	50%	0%	0%
Okanagan University College	CIS2	COMPUTER INFORMATION SYSTEMS 2	27	19%	7%	0%
Selkirk College	CIS 2	COMPUTER INFORMATION SYSTEMS 2	9	22%	0%	0%
Selkirk College	FOR 2	FORESTRY DIPLOMA 2	69	29%	6%	3%
Vancouver Community College	222108	ELECT. TECHN. - SYS SPECIALIST	24	17%	0%	0%
		Subtotal	3,313	22%	10%	2%

Engineering, Electronics, Computer Tech and Natural Resource
Upper Division Programs (Mostly Baccalaureates)

			Respondents in 1995 or 1996 or 1997	% Contiuned Further Studies	% Tried to Transfer Any Credits	% Experienced Problems
B. C. Institute of Technology	8200	Computer Systems	1	0%	0%	0%
Capilano College	104	ENVIRONMENTAL SCIENCE	26	27%	0%	0%
University College of the Cariboo	BSCI	BACH SCIENCE - GENERAL	1	0%	0%	0%
University College of the Cariboo	NRSC	NATURAL RES. SCIENCE	9	44%	44%	11%
University College of the Cariboo	BNRS	BACH OF NATURAL RESOURCE	7	29%	14%	0%
University College of the Fraser Valley	CIS DEG 3	COMPUTER INFO SYS DEGREE YR 3	26	19%	4%	4%
Open Learning Agency	100015	BACHELOR OF COMP. INFO SYSTEMS	1	0%	0%	0%
Open Learning Agency	100029	BT (COMPUTER SYSTEMS)	1	100%	0%	0%
		Subtotal	72	26%	8%	3%

Legal, Social, Home Economics, Hospitality and Service
0-6 Months Programs (Mostly Certificates)

			Respondents in 1995 or 1996 or 1997	% Contiuned Further Studies	% Tried to Transfer Any Credits	% Experienced Problems
Justice Institute	CPW	Community Program Worker	26	15%	0%	0%
Justice Institute	DEPUTY	Deputy Sheriff	22	14%	0%	0%
Justice Institute	FIRE	Fire Fighter	26	4%	0%	0%
Justice Institute	CORRECT	Corrections Worker	107	12%	0%	0%
North Island College	TBAR	TOURISM BARTENDING	8	0%	0%	0%
Northwest Community College	WILD SK	WILDERNESS GUIDING SKILLS	13	15%	0%	0%
Vancouver Community College	344218	BONING, SAUSAGE AND SMOKED MEATS	6	17%	0%	0%
Vancouver Community College	344210	RETAIL MEAT PROCESSING	83	4%	0%	0%
Vancouver Community College	342503	DINING ROOM & LOUNGE SERVICE	1	100%	0%	0%
Vancouver Community College	348101	BUILDING SERVICE WORKER	198	10%	0%	0%
Vancouver Community College	414102	FULL-TIME ESL INSTITUTIONAL AIDE	48	6%	2%	0%
Vancouver Community College	348102	BUILDING SERVICE WORKER (EXTENDED)	8	0%	0%	0%
Vancouver Community College	344305	ASIAN CULINARY ARTS	43	7%	0%	0%
Vancouver Community College	344208	SAUSAGE MAKING AND SMOKED MEATS	39	13%	0%	0%
Vancouver Community College	414101	FULL-TIME INSTITUTIONAL AIDE	68	6%	0%	0%
		Subtotal	696	9%	0%	0%

Legal, Social, Home Economics, Hospitality and Service
7-12 Months Programs (Mostly Certificates)

			Respondents in 1995 or 1996 or 1997	% Contiuned Further Studies	% Tried to Transfer Any Credits	% Experienced Problems
Camosun College	COOK2	COOKING - INSTITUTIONAL	35	14%	6%	0%
Camosun College	COOK1	COOKING - SHORT ORDER	13	23%	0%	0%
Camosun College	COOKINST	COOKING-INSTITUTIONAL	6	0%	0%	0%
Camosun College	COOKSHORT	COOKING-SHORT ORDER	2	50%	0%	0%
Camosun College	CSW	COMMUNITY SUPPORT WORKER	62	11%	3%	0%
Camosun College	PEVECONF	PLANNING EVENTS/CONFERENCES	2	0%	0%	0%
Camosun College	REC	RECREATION LEADERSHIP	41	56%	49%	10%
Camosun College	COOK3	COOKING - HOTEL/RESTAURANT	36	8%	3%	0%
Capilano College	278	TOURISM MGT COOP PGM	33	18%	9%	6%
University College of the Cariboo	COOK	COOK TRAINING	45	9%	0%	0%
University College of the Cariboo	CORR	CORRECTIONS WORKER	43	9%	0%	0%
University College of the Cariboo	CSWK	COMMUNITY SUP WORKER	42	14%	2%	0%

List of Arts and Sciences and Applied Programs in The Study

Legal, Social, Home Economics, Hospitality and Service

7-12 Months Programs (Mostly Certificates)

			Respondents in 1995 or 1996 or 1997	% Contiuned Further Studies	% Tried to Transfer Any Credits	% Experienced Problems
University College of the Cariboo	MEAT	MEAT CUTTING & PROCESSING	26	0%	0%	0%
University College of the Cariboo	RESM	RESORT & HOTEL MGMT	9	11%	11%	11%
University College of the Cariboo	TOCO	TOURISM TOUR COORDINATOR	4	0%	0%	0%
University College of the Cariboo	SOCS	SOCIAL SERVICE WORK	58	21%	3%	2%
College of New Caledonia	FAMDAYR	FAMILY DAYCARE - REGIONAL	10	10%	10%	0%
College of New Caledonia	COOK	PROFESSIONAL COOK TRAINING	27	7%	0%	0%
College of New Caledonia	FAMDAY	FAMILY DAYCARE	11	9%	0%	0%
College of New Caledonia	SOCSERV	SOCIAL SERVICES TRNG - DISTANCE ED	42	24%	0%	0%
College of New Caledonia	COOK3	COOK TRAINING	13	8%	0%	0%
College of the Rockies	ATMB C F	ADVENTURE TOURISM MANAGEMENT	14	43%	0%	0%
College of the Rockies	ATMB IN F	ADVENTURE TOURISM MANAGEMENT	9	22%	0%	0%
College of the Rockies	COOK 3 F	COOK TRAINING LEVEL III F/T	24	8%	4%	0%
College of the Rockies	HSWV F	HUMAN SERVICE WORKER F/T	19	0%	0%	0%
College of the Rockies	LRSM 1 F	LEISURE/REC SER MGMT YR 1 F/T	6	17%	0%	0%
College of the Rockies	LRSM 1 P	LEISURE/REC SER MGMT YR 1 P/T	2	50%	0%	0%
College of the Rockies	THMP IN F	TOURISM & HOSPITALITY MGMT F/T	22	9%	0%	0%
College of the Rockies	UT 1 HKN F	UT YR. 1 F/T HUMAN KINETICS	5	100%	80%	40%
Douglas College	20	Community Social Serv Workr PT	9	44%	22%	0%
Douglas College	19	Community Social Serv Workr FT	10	0%	0%	0%
Douglas College	21	Community Support Worker FT	19	5%	0%	0%
Douglas College	22	Community Support Worker PT	32	31%	19%	3%
Douglas College	17	Child & Youth Care Counsel PT	20	25%	10%	0%
Douglas College	16	Child & Youth Care Counsel FT	7	0%	0%	0%
University College of the Fraser Valley	SS 1 ABBY	SOCIAL SERVICES YEAR 1 ABBY	3	0%	0%	0%
University College of the Fraser Valley	SS 1 CHWK	SOCIAL SERVICES YEAR 1 CHWK	4	0%	0%	0%
University College of the Fraser Valley	ECE FAMILY	FAMILY DAY CARE	14	0%	0%	0%
University College of the Fraser Valley	CSW	COMMUNITY SUPPORT WORKER	2	0%	0%	0%
University College of the Fraser Valley	CRIM 1	CRIMINAL JUSTICE DIPLOMA YR 1	6	50%	50%	17%
Kwantlen University College	7000	COMMUNITY SUPPORT WORKER - PART TIME	13	38%	0%	0%
Kwantlen University College	76	COMMUNITY SUPPORT WORKER	41	15%	5%	0%
Kwantlen University College	31	PUBLIC SAFETY COMMUNICATIONS	44	18%	0%	0%
Langara College	4141	SOCIAL SERVICE WORKER	59	17%	3%	2%
Malaspina University-College	CSWK	COMMUNITY SUPPORT WORKER PROG	41	17%	0%	0%
Malaspina University-College	HAIR	HAIRDRESSING	69	12%	0%	0%
Malaspina University-College	COMBAKE	COMMERCIAL BAKING	16	0%	0%	0%
Malaspina University-College	COOK	COOK TRAINING	148	20%	4%	1%
Malaspina University-College	SSER	SOCIAL SERVICE WORKER CERT	32	13%	3%	0%
North Island College	TCAR	TOURISM CAREER ENTRY	2	50%	0%	0%
North Island College	TRES	TOURISM RESORT MANAGEMENT	1	0%	0%	0%
North Island College	SSER	HUMAN SERVICE WORKER	65	20%	5%	2%
North Island College	HSRC	HUMAN SERVICE WORKER	10	20%	10%	0%
North Island College	HOSP	HOSPITALITY & TOURISM	26	35%	8%	4%
North Island College	HOSP	COOK TRAINING	94	14%	3%	0%
North Island College	COOK	COOK TRAINING	16	0%	0%	0%
Northern Lights College	COOKDPT	COOK TRAINING PART-TIME - DC	1	0%	0%	0%
Northern Lights College	COOKT	COOK TRAINING	8	38%	0%	0%
Northern Lights College	COOKDFT	COOK TRAINING FULL-TIME - DC	52	23%	8%	0%
Northwest Community College	ARW2	ADDICTIONS RESOURCE WORKER	6	17%	0%	0%
Northwest Community College	SSW PT	SOCIAL SERVICE WORKER	3	33%	0%	0%
Northwest Community College	WILD	WILDERNESS GUIDING	16	6%	0%	0%
Northwest Community College	COOK	COOK TRAINING	16	13%	0%	0%
Northwest Community College	COOK FSW	FOOD SERVICE WORKER	1	0%	0%	0%
Northwest Community College	SSW	SOCIAL SERVICE WORKER	23	48%	22%	4%
Okanagan University College	COOK TRAIN	COOK TRAINING	66	6%	2%	0%
Okanagan University College	ESL-COOK	ENTRY LEVEL COOK TRAINING & ESL	8	0%	0%	0%
Okanagan University College	FCCT	FAMILY CHILD CARE	14	0%	0%	0%
Okanagan University College	FDCT	FAMILY DAY CARE TRAINING	30	30%	17%	10%
Okanagan University College	HMSW-A	HUMAN SERVICE WORKER - SOCIAL	38	11%	0%	0%
Okanagan University College	HMSW-B	HUMAN SERVICE WORKER - MENTAL	27	7%	0%	0%
Open Learning Agency	600019	SOCIAL SERVICE WORKER CERT	17	29%	12%	0%

List of Arts and Sciences and Applied Programs in The Study

Legal, Social, Home Economics, Hospitality and Service

7-12 Months Programs (Mostly Certificates)

			Respondents in 1995 or 1996 or 1997	% Contiuned Further Studies	% Tried to Transfer Any Credits	% Experienced Problems
Selkirk College	FDC	FAMILY DAY CARE TRAINING	6	17%	0%	0%
Selkirk College	TOUR-HOTEL	RESORT & HOTEL ADMINISTRATION	36	19%	3%	3%
Selkirk College	SSW 1	SOCIAL SERVICE WORKER 1	25	16%	0%	0%
Selkirk College	HAIR A1	HAIRDRESSING	40	7%	3%	0%
Selkirk College	COOK 3	LEVEL THREE COOKING	12	25%	0%	0%
Selkirk College	COOK 2	LEVEL TWO COOKING	26	12%	12%	0%
Selkirk College	COOK 1	LEVEL ONE COOKING	6	17%	17%	0%
Selkirk College	SNW 1	SPECIAL NEEDS WORKER	56	7%	0%	0%
Vancouver Community College	346101	MEN'S HAIRSTYLING	2	0%	0%	0%
Vancouver Community College	614303	FOOD SERVICE CAREERS	14	7%	0%	0%
Vancouver Community College	342508	FOOD & BEVERAGE MGT	50	16%	8%	2%
Vancouver Community College	346216	BARBER/STYLIST	10	0%	0%	0%
Vancouver Community College	346215	HAIRSTYLING - WOMEN'S AND MEN'S	13	23%	0%	0%
Vancouver Community College	346214	HAIRSTYLING - WOMEN'S AND MEN'S	123	8%	0%	0%
Vancouver Community College	346213	ESTHETICS (SKIN CARE)	46	17%	0%	0%
Vancouver Community College	346209	HAIRSTYLING TECHNICIAN	11	27%	0%	0%
Vancouver Community College	342512	FOOD & BEVERAGE MGT	31	55%	6%	0%
Vancouver Community College	344403	BAKING AND PASTRY ARTS	116	16%	1%	0%
Vancouver Community College	344221	CULINARY ARTS PROF'L COOK II	10	10%	0%	0%
Vancouver Community College	344219	BAKING DELI SERVICE CLERK	10	10%	0%	0%
Vancouver Community College	344216	CULINARY ARTS (PROFESSIONAL COOKING)	271	10%	1%	0%
Vancouver Community College	344204	COOKING - INSTITUTIONAL & CAMP	32	13%	0%	0%
Vancouver Community College	344203	COOKING (ESL)	15	20%	0%	0%
Vancouver Community College	344411	BAKING ASSISTANT (E.S.L.)	31	10%	0%	0%
Vancouver Community College	342513	FOOD & BEVERAGE SERVICE	17	18%	0%	0%
		Subtotal	2,799	16%	4%	1%

Legal, Social, Home Economics, Hospitality and Service

13-36 Months Programs (Mostly Diplomas)

			Respondents in 1995 or 1996 or 1997	% Contiuned Further Studies	% Tried to Transfer Any Credits	% Experienced Problems
B. C. Institute of Technology	630J	Mktg Mgt-Tourism Mgmt	87	13%	2%	1%
Camosun College	PADMINMOA	PUBLIC ADMINISTRATION - MOA	37	57%	8%	3%
Camosun College	PADMINC	PUBLIC ADMINISTRATION (CAREER)	32	16%	3%	0%
Camosun College	PADMIN	PUBLIC ADMINISTRATION	14	29%	7%	0%
Camosun College	HRAD2	HOTEL/RESTAURANT ADMIN	55	9%	2%	0%
Camosun College	CJ2	CRIMINAL JUSTICE	157	54%	41%	6%
Camosun College	ACCOMMOD	ACCOMMODATION OPTION-TOURISM	1	0%	0%	0%
Camosun College	TOURISM	TOURISM MANAGEMENT	42	12%	0%	0%
Capilano College	106	HUMAN KINETICS	47	89%	83%	13%
Capilano College	255	OUTDOOR RECREATION MGT	52	10%	4%	2%
University College of the Cariboo	ADVT	ADVENT TRAVEL GUIDE	32	16%	9%	0%
University College of the Cariboo	TOUR	TOURISM SUPERV DEVEL	9	33%	11%	11%
University College of the Cariboo	CONV	EVENTS & CONVENTIONS	6	0%	0%	0%
University College of the Cariboo	SW1	ACADEMIC-SOCIAL WORK YEAR 1	1	100%	0%	0%
College of New Caledonia	SOCSERVSC	SOCIAL SERVICES TRNG - FOUNDATIONS	15	27%	13%	7%
College of New Caledonia	SOCSERVSC	SOCIAL SERVICES FOUNDATIONS-REGIONAL	13	8%	0%	0%
College of New Caledonia	SOCSERVS2	SOCIAL SERVICES TRNG - FOUNDATIONS	47	45%	32%	9%
College of New Caledonia	SOCSERVF1	SOCIAL SERVICES TRNG - FOUNDATIONS - REGIONAL	33	21%	12%	3%
College of New Caledonia	SOCSERVF1	SOCIAL SERVICES TRNG - FOUNDATIONS	8	13%	13%	0%
College of the Rockies	UT 2 HKN P	UT YR. 2 P/T HUMAN KINETICS	1	0%	0%	0%
College of the Rockies	UT 2 HKN F	UT YR. 2 F/T HUMAN KINETICS	1	100%	100%	0%
College of the Rockies	LRSM 2 P	LEISURE/REC SER MGMT YR 2 P/T	7	43%	29%	0%
College of the Rockies	LRSM 2 F	LEISURE/REC SER MGMT YR 2 F/T	10	0%	0%	0%
Douglas College	12	Comm. Social Serv. Worker Dip	18	28%	17%	6%
Douglas College	13	Community Support Worker Dip	23	22%	13%	0%
Douglas College	14	Child & Youth Care Couns. Dip	47	34%	17%	0%
Douglas College	31	Coaching FT	10	70%	30%	10%
Douglas College	32	Criminology	243	60%	49%	6%
Douglas College	UX	Criminology	32	56%	41%	6%
University College of the Fraser Valley	SS 2 CHWK	SOCIAL SERVICES YEAR 2 CHWK	21	29%	10%	0%

List of Arts and Sciences and Applied Programs in The Study

Legal, Social, Home Economics, Hospitality and Service
13-36 Months Programs (Mostly Diplomas)

			Respondents in 1995 or 1996 or 1997	% Continued Further Studies	% Tried to Transfer Any Credits	% Experienced Problems
University College of the Fraser Valley	SS 2 ABBY	SOCIAL SERVICES YEAR 2 ABBY	30	17%	7%	0%
University College of the Fraser Valley	CRIM 2	CRIMINAL JUSTICE DIPLOMA YR 2	53	28%	13%	2%
Kwantlen University College	87	CRIMINOLOGY	382	58%	46%	5%
Langara College	3441	NUTRITION & FOOD SERVICE MGT	4	25%	0%	0%
Langara College	3442	NUTRITION & FOOD SERVICE MGT	9	11%	11%	0%
Langara College	4111	CRIMINAL JUSTICE	40	33%	20%	5%
Langara College	4441	RECREATION LEADERSHIP	35	29%	9%	3%
Langara College	4442	RECREATION FACILITIES MGT	40	17%	10%	5%
Malaspina University-College	HOSM-2	HOSPITALITY MANAGEMENT YR 2	14	7%	0%	0%
Malaspina University-College	TOUR-2	TOURISM MANAGEMENT PROGRAM YR2	32	16%	3%	3%
Malaspina University-College	TOUR	TOURISM MANAGEMENT	3	33%	0%	0%
Malaspina University-College	RECR	RECREATION ADMINISTRATION	6	17%	17%	17%
Malaspina University-College	HOSM	HOSPITALITY MANAGEMENT	3	0%	0%	0%
Malaspina University-College	BA-CR	BACHELOR OF CRIMINOLOGY	56	48%	23%	7%
Malaspina University-College	BA-LEIS	BACHELOR OF LEISURE STUDIES	7	29%	0%	0%
Malaspina University-College	BA-CYC-2	CHILD AND YOUTH CARE YEAR 2	18	22%	17%	0%
Malaspina University-College	BA-CYC	CHILD AND YOUTH CARE	27	41%	19%	4%
Malaspina University-College	BA-CR-2	BACHELOR OF CRIMINOLOGY YEAR 2	26	42%	31%	12%
Malaspina University-College	CYC-DIP-2	CHILD AND YOUTH CARE DIPLOMA	16	25%	19%	0%
Malaspina University-College	RECR-2	RECREATION ADMINISTRATION YR 2	46	46%	22%	4%
Northern Lights College	SSWDFFT	SOCIAL SERVICES WORKER DIPLOMA	1	0%	0%	0%
Northern Lights College	SSWDDFT	SOCIAL SERVICES WORKER DIPLOMA	26	35%	27%	8%
Northern Lights College	SSWDDPT	SOCIAL SERVICES WORKER DIPLOMA	9	11%	0%	0%
Nicola Valley Institute of Technology	SOCW	SOCIAL WORK	18	33%	11%	6%
Okanagan University College	BUAD2 HR	BUSINESS ADMIN HOTEL & RESTAURANT MGMT	2	0%	0%	0%
Open Learning Agency	700003	FIRE SERVICES DIPLOMA	1	0%	0%	0%
Selkirk College	SROAM 2	SKI RESORT OPERATIONS & MGMT 2	27	15%	7%	4%
Selkirk College	TOUR-GOLF2	GOLF CLUB MANAGEMENT 2	41	17%	7%	0%
Selkirk College	WILD REC 2	WILDLAND RECREATION DIPLOMA 2	35	31%	11%	3%
Vancouver Community College	342201	HOSPITALITY ADMINISTRATION	89	25%	11%	0%
Vancouver Community College	342201	TRAVEL AGENT	1	0%	0%	0%
		Subtotal	2,198	39%	26%	4%

Legal, Social, Home Economics, Hospitality and Service
Lower Division Programs (Mostly Degrees)

			Respondents in 1995 or 1996 or 1997	% Continued Further Studies	% Tried to Transfer Any Credits	% Experienced Problems
College of the Rockies	UT 1 HKN P	UT YR 1 P/T HUMAN KINETICS	1	100%	100%	0%
		Subtotal	1	100%	100%	0%

Legal, Social, Home Economics, Hospitality and Service
Upper Division Programs (Mostly Baccalaureates)

			Respondents in 1995 or 1996 or 1997	% Continued Further Studies	% Tried to Transfer Any Credits	% Experienced Problems
University College of the Cariboo	SOWK	SOCIAL WORK	73	19%	5%	0%
University College of the Cariboo	BSW3	UVIC-BACHELOR SOCIAL WORK YR 3	1	0%	0%	0%
University College of the Fraser Valley	CRIM DEG 3	CRIMINOLOGY DEGREE - YR 3	22	45%	14%	5%
University College of the Fraser Valley	CRIM DEG 4	CRIMINOLOGY DEGREE - YR 4	63	22%	2%	0%
University College of the Fraser Valley	CYC	CHILD AND YOUTH CARE	53	36%	13%	6%
Malaspina University-College	BA-CYC-4	CHILD AND YOUTH CARE - YEAR 4	4	25%	25%	0%
Malaspina University-College	BA-SW-3	U VIC B S W YR 3	6	17%	17%	0%
Malaspina University-College	BA-CYC-3	CHILD AND YOUTH CARE - YEAR 3	6	33%	17%	0%
Okanagan University College	UVIC-S-4PT	UVIC - B S W Yr 4 PT	22	18%	5%	5%
Okanagan University College	UVIC-S-4FT	UVIC - B S W Yr 4 FT	33	9%	0%	0%
Okanagan University College	UVIC-S-3PT	UVIC - B S W Yr 3 PT	3	33%	0%	0%
Okanagan University College	UVIC-S-3FT	UVIC - B S W Yr 3 FT	2	0%	0%	0%
Open Learning Agency	100012	BA (CRIMINAL JUSTICE)	2	50%	0%	0%
Open Learning Agency	100016	BACHELOR OF SOCIAL WORK	1	100%	0%	0%
		Subtotal	291	24%	7%	2%

List of Arts and Sciences and Applied Programs in The Study

Nursing and Health

0-6 Months Programs (Mostly Certificates)

			Respondents in 1995 or 1996 or 1997	% Continued Further Studies	% Tried to Transfer Any Credits	% Experienced Problems
B. C. Institute of Technology	7800	Adult Echocardiography	1	0%	0%	0%
Capilano College	053	RESIDENT CARE ATTENDANT	103	6%	2%	2%
University College of the Cariboo	GHSW	GROUP HOME SUP WK	9	11%	0%	0%
University College of the Cariboo	HSRA	HOME SUPPORT RES CAR	31	0%	0%	0%
University College of the Cariboo	HSRC	HOME SUPPORT RES CAR	75	5%	0%	0%
University College of the Cariboo	HSRCA	HOME SUPPORT RES CARE ATTEND	22	5%	0%	0%
University College of the Cariboo	HSRCAW	HOME SUPPORT RES CARE ATTEND	6	17%	0%	0%
Douglas College	11	Resident Care Attendant	59	12%	0%	0%
Douglas College	53	Home Support Attendant	76	11%	0%	0%
Douglas College	56	Home Support Worker	17	12%	0%	0%
Kwantlen University College	77	RESIDENT CARE ATTENDANT	145	8%	0%	0%
Kwantlen University College	74	RESIDENT CARE ATTENDANT	14	0%	0%	0%
North Island College	HSRC	HOME SUPPORT/RESIDENT CARE	120	8%	0%	0%
Northwest Community College	HS:RCA	HOME SUPPORT/RESIDENT CARE	39	21%	0%	0%
Vancouver Community College	441302	SIGN LANGUAGE DEVELOPMENT 102	17	24%	0%	0%
Vancouver Community College	441324	SIGN LANGUAGE DEVELOPMENT 204	4	25%	0%	0%
Vancouver Community College	441323	SIGN LANGUAGE DEVELOPMENT 203	2	100%	0%	0%
Vancouver Community College	441322	SIGN LANGUAGE DEVELOPMENT 202	6	33%	17%	0%
Vancouver Community College	414610	NIGHT SIGN LANGUAGE BASIC 100	26	27%	15%	4%
Vancouver Community College	441307	INTERPRETER DEV ENTRY LEVEL (300)	17	35%	0%	0%
Vancouver Community College	441304	SIGN LANGUAGE DEVELOPMENT 104	8	50%	13%	0%
Vancouver Community College	441303	SIGN LANGUAGE DEVELOPMENT 103	8	25%	0%	0%
Vancouver Community College	441301	SIGN LANGUAGE DEVELOPMENT 101	30	23%	0%	0%
Vancouver Community College	434101	PHARMACY TECHNICAL ASSISTANT	77	9%	0%	0%
Vancouver Community College	428002	HOME SUPPORT ATTENDANT UPGRADE	31	3%	0%	0%
Vancouver Community College	426005	CARING FOR PERSONS W/DIMENTIA	21	5%	0%	0%
Vancouver Community College	426004	CARING FOR PERSONS WITH DEMENTIA (PART-TIME)	9	33%	11%	0%
Vancouver Community College	421507	MEDICAL LAB ASSISTANT	92	10%	0%	0%
Vancouver Community College	441350	SUMMER SESSION IN SIGN LANGUAGE	20	25%	0%	0%
Vancouver Community College	323204	NURSING UNIT CLERK	90	12%	1%	1%
Vancouver Community College	421508	RESIDENT CARE ATTENDANT	174	7%	1%	0%
Vancouver Community College	441321	SIGN LANGUAGE DEVELOPMENT 201	16	31%	0%	0%
		Subtotal	1,365	11%	1%	0%

Nursing and Health

7-12 Months Programs (Mostly Certificates)

			Respondents in 1995 or 1996 or 1997	% Continued Further Studies	% Tried to Transfer Any Credits	% Experienced Problems
B. C. Institute of Technology	7650	Health Care Mmgt Level 1	16	25%	13%	6%
B. C. Institute of Technology	7660	Health Care Mmgt Level 2	11	18%	0%	0%
B. C. Institute of Technology	680L	Critical Care/Emerg Nurs Spec	8	13%	0%	0%
B. C. Institute of Technology	680J	Pediatric Critial Care Nursing	1	100%	100%	100%
B. C. Institute of Technology	680I	Operating Room Nurs Specialty	5	20%	20%	0%
B. C. Institute of Technology	680H	Occupational Hlth Nurs Specity	8	0%	0%	0%
B. C. Institute of Technology	680G	Obstetrical Nursing Specialty	12	17%	8%	0%
B. C. Institute of Technology	680F	Neonatal Nursing Specialty	2	0%	0%	0%
B. C. Institute of Technology	680E	Emergency Nursing Specialty	12	17%	8%	8%
B. C. Institute of Technology	680B	Pediatric Nursing Specialty	1	0%	0%	0%
B. C. Institute of Technology	680A	Operating Room/PARR Nursing	1	0%	0%	0%
B. C. Institute of Technology	9510	Medical Imaging	1	100%	100%	0%
Camosun College	CDA	CERTIFIED DENTAL ASSISTANT	28	7%	0%	0%
Camosun College	RCAE	RESIDENT CARE ATTENDANT	9	11%	0%	0%
Camosun College	RCA	RESIDENT CARE ATTENDANT	220	10%	1%	0%
Camosun College	DENTAL	DENTAL ASSISTANT	47	13%	2%	0%
Camosun College	HSA	HOME SUPPORT ATTENDANT	49	10%	0%	0%
Capilano College	014	PERSONAL CARE ATTENDANT FOR PERSONS WITH DISABILITIES	9	11%	0%	0%
College of New Caledonia	HSW-RCAR	HOME SUPPORT/RESIDENT CARE-REGIONAL	31	3%	0%	0%
College of New Caledonia	HSW-RCA	HOME SUPPORT/RESIDENT CARE	74	7%	1%	1%
College of New Caledonia	DENTAL	DENTAL ASSISTANT	54	4%	0%	0%
College of the Rockies	DEAS	DENTAL ASSISTANT	45	9%	2%	0%

List of Arts and Sciences and Applied Programs in The Study

Nursing and Health

7-12 Months Programs (Mostly Certificates)

			Respondents in 1995 or 1996 or 1997	% Contiuned Further Studies	% Tried to Transfer Any Credits	% Experienced Problems
College of the Rockies	NURSE 1 F	GENERAL NURSING YEAR 1 F/T	20	85%	70%	0%
College of the Rockies	RCHS	RESIDENT CARE/HOME SUPPORT	29	0%	0%	0%
College of the Rockies	RCHS CS F	RESIDENT CARE/HOME SUPPORT	30	3%	0%	0%
Douglas College	35	Dental Assisting	44	30%	2%	0%
University College of the Fraser Valley	DENTAL	DENTAL ASSISTING	37	14%	0%	0%
University College of the Fraser Valley	DENTAL 2	DENTAL ASSISTING LEVEL 2	18	0%	0%	0%
University College of the Fraser Valley	RCA	RESIDENT CARE ATTENDANT	109	3%	0%	0%
Kwantlen University College	79	MENTAL HEALTH WORKER	3	67%	0%	0%
Malaspina University-College	MHSE	MENTAL HEALTH SUPPORT	27	7%	0%	0%
Malaspina University-College	PACT	POST ACTIVITY AIDE	8	38%	13%	0%
Malaspina University-College	DENA	DENTAL ASSISTANT	93	13%	3%	1%
Malaspina University-College	CCAP	CONTINUING CARE ASSISTANT	232	9%	1%	0%
Malaspina University-College	PNUR	PRACTICAL NURSING	56	16%	5%	0%
North Island College	LGTC	LONG TERM CARE	71	10%	0%	0%
Northern Lights College	RCATDFT	RESIDENTIAL CARE AIDE DC - F/T	33	12%	3%	0%
Okanagan University College	DENTAL*	DENTAL ASSISTING	44	9%	0%	0%
Okanagan University College	HSRCA	HOME SUPPORT RESIDENT CARE ATT	152	8%	0%	0%
Okanagan University College	PRACT NURS	PRACTICAL NURSING	32	3%	0%	0%
Okanagan University College	REHAB	REHABILITATION ASSISTANT	36	11%	0%	0%
Open Learning Agency	600017	DENTAL ASSISTING LEVEL I	5	20%	0%	0%
Open Learning Agency	600018	RN REFRESHER CERTIFICATE	35	37%	6%	3%
Open Learning Agency	600036	DENTAL ASSISTING LEVEL II	24	21%	0%	0%
Selkirk College	HSRC 1	HOME SUPPORT/RESIDENT CARE	54	4%	0%	0%
Vancouver Community College	323106	MEDICAL TRANSCRIPTIONIST	22	23%	0%	0%
Vancouver Community College	441312	SIGN LANGUAGE STUDIES	37	49%	5%	0%
Vancouver Community College	424201	DENTAL ASSISTANT	135	18%	0%	0%
Vancouver Community College	428003	HOME SUPPORT ATTENDANT UPGRADE	14	14%	0%	0%
		Subtotal	2,044	12%	2%	0%

Nursing and Health

13-36 Months Programs (Mostly Diplomas)

			Respondents in 1995 or 1996 or 1997	% Contiuned Further Studies	% Tried to Transfer Any Credits	% Experienced Problems
B. C. Institute of Technology	5650	Diagnostic Medical Sonography	15	20%	0%	0%
B. C. Institute of Technology	680D	Critical Care Nursing Speciality	9	11%	11%	0%
B. C. Institute of Technology	6850	Occupational Health & Safety	44	16%	5%	2%
B. C. Institute of Technology	7100	Prosthetics & Orthotics	15	7%	0%	0%
B. C. Institute of Technology	6550	Medical Radiography	66	20%	2%	0%
B. C. Institute of Technology	6500	Medical Laboratory	65	26%	8%	0%
B. C. Institute of Technology	530B	Cardiovascular Technology	4	0%	0%	0%
B. C. Institute of Technology	530A	Cardiology	30	20%	3%	0%
B. C. Institute of Technology	5600	Cytogenetics Laboratory Tech	10	10%	0%	0%
B. C. Institute of Technology	5900	General Nursing	219	19%	7%	1%
B. C. Institute of Technology	5800	Environmental Health	64	16%	5%	2%
B. C. Institute of Technology	6700	Nuclear Medicine	14	14%	7%	7%
B. C. Institute of Technology	5750	Electroneurophysiology	13	15%	8%	8%
Camosun College	DHYG2	DENTAL HYGIENE - YEAR 2	51	8%	0%	0%
Camosun College	NURSE2	NURSING	12	8%	8%	0%
Camosun College	NURSE3	NURSING	112	68%	55%	9%
University College of the Cariboo	RPNA	REG PSYC NURS ACCESS	4	50%	25%	0%
University College of the Cariboo	RESP	RESPIRATORY THERAPY	88	11%	0%	0%
University College of the Cariboo	ANHT	ANIMAL HEALTH TECH	46	4%	0%	0%
University College of the Cariboo	LPNA	LIC PRAC NURSE ACCES	3	67%	0%	0%
University College of the Cariboo	MEDL	MEDICAL LABORATORY	36	6%	0%	0%
University College of the Cariboo	NURS	NURSING	59	31%	3%	2%
College of New Caledonia	NURSPRECR	NURSING DIPLOMA - REGIONAL	24	13%	4%	0%
College of New Caledonia	DENTHYG2	DENTAL HYGIENE	36	14%	3%	3%
College of New Caledonia	NURSPREC	NURSING DIPLOMA	92	22%	12%	4%
College of the Rockies	PN F	PRACTICAL NURSE - F/T	21	24%	5%	0%
Douglas College	84	Psychiatric Nursing Access	2	0%	0%	0%
Douglas College	98	Sign Language Int. FT	12	8%	0%	0%

List of Arts and Sciences and Applied Programs in The Study

Nursing and Health

13-36 Months Programs (Mostly Diplomas)

			Respondents in 1995 or 1996 or 1997	% Contiuned Further Studies	% Tried to Transfer Any Credits	% Experienced Problems
Douglas College	83	Psychiatric Nursing-Advanced	46	50%	37%	7%
Douglas College	97	Therapeutic Recreation PT	19	16%	0%	0%
Douglas College	82	Nursing Access 3	19	16%	5%	0%
Douglas College	55	Health Information Services FT	13	0%	0%	0%
Douglas College	57	Health Records Tech. FT	10	20%	0%	0%
Douglas College	58	Health Records Admin - 2nd Yr	12	8%	0%	0%
Douglas College	59	Health Information Services-PT	4	25%	0%	0%
Douglas College	79	Nursing-Special Entry	6	33%	0%	0%
Douglas College	80	General Nursing	168	30%	9%	1%
Douglas College	89	Psychiatric Nursing	112	13%	6%	2%
Douglas College	96	Therapeutic Recreation FT	57	18%	4%	2%
Douglas College	81	Nursing Access 1	36	31%	3%	0%
University College of the Fraser Valley	NURS TRM2	NURSING - TERM 2	1	100%	100%	0%
University College of the Fraser Valley	NURS TRM3	NURSING - TERM 3	1	100%	0%	0%
University College of the Fraser Valley	NURS TRM4	NURSING - TERM 4	4	25%	0%	0%
University College of the Fraser Valley	NURS TRM5	NURSING - TERM 5	54	30%	9%	0%
University College of the Fraser Valley	SS 2 ABUSE	SUBSTANCE ABUSE DIPLOMA YR 2	3	100%	0%	0%
University College of the Fraser Valley	NURS TRM1	NURSING - TERM 1	2	50%	0%	0%
University College of the Fraser Valley	SS ABUSE	SUBSTANCE ABUSE CERTIFICATE	1	100%	100%	0%
Kwantlen University College	75	NURSING	115	37%	10%	3%
Kwantlen University College	71	GRAD NURSE REFRESHER EAL	38	8%	0%	0%
Kwantlen University College	72	GRAD NURSE REFRESHER	30	33%	0%	0%
Langara College	4242	NURSING	111	37%	22%	2%
Langara College	4250	NURSING COLLAB DIPLOMA	44	77%	66%	2%
Malaspina University-College	CHCA	CONTINUING HEALTH CARE ADMN	27	30%	11%	0%
Malaspina University-College	DNUR-2	REGISTERED NURSING YEAR 2	30	17%	0%	0%
North Island College	NURS	NURSING	8	100%	75%	13%
North Island College	NURS3	NURSING	9	89%	33%	0%
Northern Lights College	NURSDFT	NURSING FULL-TIME - DC	27	81%	67%	11%
Northwest Community College	NURS 2	NURSING RN	25	16%	0%	0%
Northwest Community College	NURS	NURSING	1	0%	0%	0%
Okanagan University College	NURS1 PT	DIPLOMA NURSING 1ST YR PT	1	100%	100%	0%
Okanagan University College	NURS2	DIPLOMA NURSING 2ND YR	4	0%	0%	0%
Okanagan University College	NURS2 PT	DIPLOMA NURSING 2ND YR PT	3	0%	0%	0%
Okanagan University College	NURS3	DIPLOMA NURSING 3RD YR	9	11%	0%	0%
Okanagan University College	NURS3 PT	DIPLOMA NURSING 3RD YR PT	105	24%	5%	1%
Okanagan University College	NURS1	DIPLOMA NURSING 1ST YR	3	33%	0%	0%
Selkirk College	AH 3	ALLIED HEALTH 3	61	31%	13%	2%
Vancouver Community College	421503	LONG TERM CARE AIDE UPGRADE	37	8%	3%	3%
Vancouver Community College	432301	DENTAL HYGIENE	34	15%	0%	0%
Vancouver Community College	432504	DENTURIST	19	5%	0%	0%
Vancouver Community College	421404	LIC. PRACTICAL NURSE REFRESHER	11	18%	0%	0%
Vancouver Community College	421401	PRACTICAL NURSING	96	16%	1%	1%
Vancouver Community College	432406	DENTAL TECHNICIAN CO-OPERATIVE EDUCATION	18	11%	0%	0%
		Subtotal	2,600	25%	10%	2%

Nursing and Health

Lower Division Programs (Mostly Degrees)

			Respondents in 1995 or 1996 or 1997	% Contiuned Further Studies	% Tried to Transfer Any Credits	% Experienced Problems
Malaspina University-College	BA-SN	V VIC B.S.N. - RETURNING RN'S B	2	50%	50%	0%
		Subtotal	2	50%	50%	0%

Nursing and Health

Upper Division Programs (Mostly Baccalaureates)

			Respondents in 1995 or 1996 or 1997	% Contiuned Further Studies	% Tried to Transfer Any Credits	% Experienced Problems
Capilano College	268	MUSIC THERAPY	23	22%	13%	0%
University College of the Cariboo	BSC-NURS	BACH SCIENCE NURSING	9	11%	0%	0%
University College of the Cariboo	BNUR	BACH SCIENCE NURSING	25	24%	12%	0%
Malaspina University-College	BA-SN-3	U VIC BSc IN NURSING - YR 3	21	38%	38%	5%
Okanagan University College	UVIC-N-4PT	UVIC - B.S.N. Yr 4 PT	44	18%	2%	2%

List of Arts and Sciences and Applied Programs in The Study

Nursing and Health

Upper Division Programs (Mostly Baccalaureates)

			Respondents in 1995 or 1996 or 1997	% Contiuned Further Studies	% Tried to Transfer Any Credits	% Experienced Problems
Okanagan University College	BSN-4	B.S.N. YEAR 4 FULL TIME	20	35%	5%	0%
Okanagan University College	BSN-3PT-RN	B.S.N. YEAR 3 PART TIME - RN	1	100%	100%	0%
Okanagan University College	BSN-3-RN	B.S.N. YEAR 3 FULL TIME - RN	1	100%	100%	100%
Okanagan University College	BSN-4PT-RN	B.S.N. YEAR 4 PART TIME - RN	4	100%	0%	0%
Okanagan University College	UVIC-N-3FT	UVIC - B.S.N. Yr 3 FT	10	50%	40%	0%
Okanagan University College	UVIC-N-4FT	UVIC - B.S.N. Yr 4 FT	14	0%	0%	0%
Okanagan University College	BSN-4-RN	B.S.N. YEAR 4 FULL TIME - RN	3	67%	33%	0%
Okanagan University College	UVIC-N-3PT	UVIC - B.S.N. Yr 3 PT	7	29%	0%	0%
Open Learning Agency	100007	BACHELOR OF MUSIC THERAPY	5	20%	0%	0%
Open Learning Agency	100020	BHS (NURSING)	5	40%	0%	0%
Open Learning Agency	100021	BHS (PHYSIOTHERAPY)	4	0%	0%	0%
Open Learning Agency	100023	BHS (PSYCHIATRIC NURSING)	4	25%	0%	0%
		Subtotal	200	27%	12%	1%

Visual, Fine Arts and Communications

0-6 Months Programs (Mostly Certificates)

			Respondents in 1995 or 1996 or 1997	% Contiuned Further Studies	% Tried to Transfer Any Credits	% Experienced Problems
Vancouver Community College	511501	AUTOBODY	11	27%	9%	0%
Vancouver Community College	511501	MACINTOSH MULTIMEDIA	39	31%	3%	0%
		Subtotal	50	30%	4%	0%

Visual, Fine Arts and Communications

7-12 Months Programs (Mostly Certificates)

			Respondents in 1995 or 1996 or 1997	% Contiuned Further Studies	% Tried to Transfer Any Credits	% Experienced Problems
B. C. Institute of Technology	6450	Media Techniques for Business	1	0%	0%	0%
B. C. Institute of Technology	6150	Interior Design	8	25%	13%	0%
College of the Rockies	PAT F	PERFORMING ARTS TECHNICIAN	3	0%	0%	0%
Douglas College	72	Basic Musicianship	9	44%	33%	11%
University College of the Fraser Valley	FSHN DSG 1	FASHION DESIGN DIP. YR 1	8	0%	0%	0%
University College of the Fraser Valley	FA SC 1	FINE ARTS - SCULPT. & CER. YR 1	1	100%	100%	0%
University College of the Fraser Valley	GD 1	GRAPHIC DESIGN - YEAR 1	7	29%	14%	0%
University College of the Fraser Valley	GDC 1	GRAPHIC DESIGN & COMM YR 1	15	13%	0%	0%
Langara College	3311	JOURNALISM (DIPLOMA)	29	14%	0%	0%
Langara College	13311	JOURNALISM (CERT)	30	13%	0%	0%
Malaspina University-College	FADA-I	APPLIED ARTS - INTERIOR DESIGN	11	18%	9%	0%
North Island College	UTFA1	FINE ARTS	1	0%	0%	0%
Northern Lights College	VISADFT1	VISUAL ARTS FULL-TIME YR1 - DC	10	30%	20%	10%
Vancouver Community College	351401	COMPUTER GRAPHICS TECHNICIAN	21	14%	0%	0%
		Subtotal	154	18%	6%	1%

Visual, Fine Arts and Communications

13-36 Months Programs (Mostly Diplomas)

			Respondents in 1995 or 1996 or 1997	% Contiuned Further Studies	% Tried to Transfer Any Credits	% Experienced Problems
B. C. Institute of Technology	510C	Broadcast - Television	56	9%	0%	0%
B. C. Institute of Technology	510A	Broadcast - Journalism	59	8%	0%	0%
B. C. Institute of Technology	510B	Broadcast - Radio	71	10%	1%	0%
Camosun College	VOICE2	MUSIC (VOICE)	7	71%	29%	14%
Camosun College	FLUTE2	MUSIC (FLUTE)	1	100%	100%	0%
Camosun College	VISARTG	VISUAL ARTS - GRAPHICS	2	50%	50%	0%
Camosun College	PIANO2	MUSIC (PIANO)	5	60%	20%	0%
Camosun College	ACOM2	APPLIED COMMUNICATION	37	8%	5%	3%
Camosun College	VISART2	VISUAL ARTS	44	39%	30%	9%
Camosun College	STRING2	MUSIC (STRINGS)	2	0%	0%	0%
Capilano College	202	MEDIA RESOURCES	49	8%	2%	0%
Capilano College	220	GRAPHIC D & I - FOUND	1	0%	0%	0%
Capilano College	222	GRAPHIC DESIGN & ILLUST	46	17%	2%	2%
Capilano College	254	COMMERCIAL MUSIC	1	0%	0%	0%
Capilano College	256	STUDIO ART	41	56%	49%	22%
Capilano College	258	B. OF MUSIC TRANSFER PGM	43	81%	70%	26%
Capilano College	262	TEXTILE ARTS	25	28%	20%	4%
University College of the Cariboo	FINA	FINE ARTS	30	27%	13%	3%

List of Arts and Sciences and Applied Programs in The Study

Visual, Fine Arts and Communications

13-36 Months Programs (Mostly Diplomas)

			Respondents in 1995 or 1996 or 1997	% Contiuned Further Studies	% Tried to Transfer Any Credits	% Experienced Problems
University College of the Canboo	DAAD	DIGITAL ART & DESIGN	42	14%	0%	0%
Douglas College	93	Stagecraft PT	4	50%	25%	0%
Douglas College	92	Stagecraft FT	25	36%	12%	4%
Douglas College	88	Print Futures: Prof. Writing PT	1	0%	0%	0%
Douglas College	87	Print Futures: Prof. Writing FT	33	27%	15%	6%
Douglas College	04	Arts Management	3	33%	0%	0%
Douglas College	95	Theatre	32	31%	19%	6%
Douglas College	71	Music	63	75%	68%	10%
Emily Carr Institute of Art and Design	INTER 4	INTER 4	9	33%	0%	0%
Emily Carr Institute of Art and Design	STUDIO 4	STUDIO PROGRAM 4	119	29%	8%	1%
Emily Carr Institute of Art and Design	PHOTO 4	PHOTOGRAPHY 4	24	46%	13%	0%
Emily Carr Institute of Art and Design	MULTI 4	MULTI-MEDIA STUDIES 4	13	31%	8%	0%
Emily Carr Institute of Art and Design	ID 4	INDUSTRIAL DESIGN 4	10	20%	10%	0%
Emily Carr Institute of Art and Design	GD 4	GRAPHIC DESIGN 4	34	29%	6%	0%
Emily Carr Institute of Art and Design	FILMV 4	FILM/VIDEO 4	11	36%	0%	0%
Emily Carr Institute of Art and Design	ECD 4	ELECTRONIC COMMUNICATION DES 4	16	13%	0%	0%
Emily Carr Institute of Art and Design	FILMA 4	FILM ANIMATION 4	11	27%	9%	0%
University College of the Fraser Valley	AC MACS 1	MEDIA & CMNS STUDIES DIP YR 1	23	65%	48%	0%
University College of the Fraser Valley	AC MACS 2	MEDIA & CMNS STUDIES DIP YR 2	7	43%	29%	14%
University College of the Fraser Valley	FA PP 1	FINE ARTS-PAINT. & PRINT. YR1	11	36%	36%	18%
University College of the Fraser Valley	FA PP 2	FINE ARTS-PAINT. & PRINT. YR 2	4	25%	25%	25%
University College of the Fraser Valley	FSHN DSG 2	FASHION DESIGN DIP YR 2	18	28%	6%	0%
University College of the Fraser Valley	GDC 2	GRAPHIC DESIGN & COMM YR 2	6	17%	0%	0%
University College of the Fraser Valley	THEA ART 2	THEATRE ARTS YEAR 2	1	100%	100%	0%
Kwantlen University College	92	MUSIC	36	67%	47%	8%
Kwantlen University College	91	FINE ARTS	90	56%	42%	11%
Kwantlen University College	64	INTERIOR DESIGN	38	29%	3%	0%
Kwantlen University College	63	GRAPHIC AND VISUAL DESIGN	62	21%	6%	5%
Kwantlen University College	62	INTERDISCIPLINARY DESIGN STUDIES	26	58%	31%	4%
Kwantlen University College	60	FASHION	65	14%	3%	2%
Kwantlen University College	65	JOURNALISM AND PUBLIC RELATIONS	41	17%	2%	0%
Kwantlen University College	68	JOURNALISM/PUBLIC RELATIONS	16	31%	19%	0%
Langara College	5180	DISPLAY + DESIGN	24	21%	13%	8%
Langara College	5185	DISPLAY + DESIGN	15	40%	0%	0%
Langara College	5121	THEATRE ARTS	19	16%	0%	0%
Langara College	5110	FINE ARTS	100	57%	46%	19%
Langara College	3332	PROFESSIONAL PHOTOGRAPHY	33	21%	6%	3%
Malaspina University-College	FADA-2	FINE ARTS (ART) YEAR 2	7	29%	29%	0%
Malaspina University-College	FADA	FINE ARTS (ART)	9	22%	0%	0%
Malaspina University-College	JAZZ	ASSOC IN MUSIC DIPL (JAZZ)	8	50%	13%	13%
Malaspina University-College	FADT-2	FINE ARTS (THEATRE) YEAR 2	33	33%	18%	6%
Malaspina University-College	FADA-G	APPLIED ARTS - GRAPHICS	12	33%	8%	0%
Malaspina University-College	JAZZ-2	ASSOC IN MUSIC (JAZZ) YEAR 2	35	37%	17%	6%
Malaspina University-College	BA-MU	BACHELOR OF MUSIC	15	47%	40%	27%
Malaspina University-College	BA-FA-2	BACHELOR OF FINE ARTS YEAR 2	26	58%	50%	8%
Malaspina University-College	BA-FA	BACHELOR OF FINE ARTS	35	40%	31%	9%
Malaspina University-College	APPA-I-2	APPLIED ARTS - INTERIOR DESIGN YEAR 2	5	0%	0%	0%
Malaspina University-College	APPA-I	APPLIED ARTS - INTERIOR DESIGN	1	0%	0%	0%
Malaspina University-College	APPA-G-2	APPLIED ARTS-GRAPHICS YEAR 2	10	0%	0%	0%
Malaspina University-College	APPA-G	APPLIED ARTS - GRAPHICS	4	25%	25%	0%
Malaspina University-College	BA-MU-2	BACHELOR OF MUSIC YEAR 2	7	57%	43%	14%
Malaspina University-College	FADT	FINE ARTS (THEATRE)	4	0%	0%	0%
North Island College	UNTR	FINE ARTS & DESIGN	4	50%	50%	0%
North Island College	UTFA2	FINE ARTS	7	29%	29%	14%
Nicola Valley Institute of Technology	FINA	FINE ARTS	2	0%	0%	0%
Okanagan University College	FIAR2VC	FINE ARTS VISUAL 2ND YR	3	67%	0%	0%
Okanagan University College	FIAR2ST	FINE ARTS STUDIO 2ND YEAR	10	50%	30%	0%
Okanagan University College	FIAR2 PT	FINE ARTS 2ND YR PT	14	21%	14%	0%
Okanagan University College	FIAR2	FINE ARTS 2ND YR	20	45%	20%	0%
Okanagan University College	FIAR1	FINE ARTS 1ST YR	14	43%	36%	7%

List of Arts and Sciences and [illegible]lied Programs in The Study

Visual, Fine Arts and Communications
13-36 Months Programs (Mostly Diplomas)

				Respondents in 1995 or 1996 or 1997	% Contiuned Further Studies	% Tried to Transfer Any Credits	% Experienced Problems
Okanagan University College	FIAR1 PT	FINE ARTS 1ST YR PT		1	100%	100%	100%
Selkirk College	PMUS 2A	MUSIC PRODUCTION		11	9%	0%	0%
Selkirk College	PMUS 2B	MUSIC PERFORMANCE		28	7%	4%	4%
Selkirk College	PMUS 2C	MUSIC COMPOSITION		5	0%	0%	0%
Vancouver Community College	512401	MUSIC		63	35%	13%	5%
Vancouver Community College	517101	JEWELLRY ART AND DESIGN		22	9%	0%	0%
			Subtotal	2,020	33%	19%	5%

Visual, Fine Arts and Communications
Lower Division Programs (Mostly Degrees)

				Respondents in 1995 or 1996 or 1997	% Contiuned Further Studies	% Tried to Transfer Any Credits	% Experienced Problems
Northern Lights College	VISADFT	VISUAL ARTS FULL-TIME		5	40%	20%	20%
			Subtotal	5	40%	20%	20%

Visual, Fine Arts and Communications
Upper Division Programs (Mostly Baccalaureates)

				Respondents in 1995 or 1996 or 1997	% Contiuned Further Studies	% Tried to Transfer Any Credits	% Experienced Problems
Capilano College	269	JAZZ STUDIES		69	36%	17%	4%
Emily Carr Institute of Art and Design	FA 4	FINE ARTS 4		8	0%	0%	0%
Okanagan University College	UVIC-F-3FT	UVIC - B.F.A. Yr 3 FT		7	29%	14%	0%
Okanagan University College	UVIC-F-3PT	UVIC B.F.A. Yr 3 PT		1	0%	0%	0%
Okanagan University College	UVIC-F-4FT	UVIC - B.F.A. Yr 4 FT		27	0%	0%	0%
Okanagan University College	UVIC-F-4PT	UVIC - B.F.A. Yr 4 PT		9	11%	0%	0%
Open Learning Agency	100005	BACHELOR OF FINE ARTS		3	33%	0%	0%
Open Learning Agency	100032	BACHELOR OF MUSIC-JAZZ STUDIES		2	100%	100%	50%
			Subtotal	126	25%	12%	3%

Appendix 4: Transfer Issues Three-Year, 1996 and 1995 Analyses

Table 4.1: 1995, 1996, 1997 Transfer Flows Between Different Institutions by Program Type, Type of Sending Institution and Type of Receiving Institution

	Applied Students Sending Institution					Arts and Sciences Students Sending Institution				
Receiving Institution	Rural College	Urban College	Technical/ Institute	University College	All	Rural College	Urban College	Technical/ Institute	University College	All
B.C. Rural College	190	18	14	73	295	36	11	-	64	111
B.C. University College	130	209	163	496	998	175	227	4	336	742
B.C. Technical/Institute	114	358	486	480	1,438	48	408	1	296	753
B.C. Urban College	25	191	228	153	597	52	148	1	240	441
B.C. University	116	1,113	313	1,084	2,626	752	4,039	4	2,718	7,513
Other University	47	58	61	86	252	92	123	3	196	414
Other Institution	473	615	734	899	2,721	164	348	2	541	1,055
Total	1,095	2,562	1,999	3,271	8,927	1,319	5,304	15	4,391	11,029
No Answer	22	18	24	15	79	418	1,682	21	2,854	4,975
Grand Total Attended Further Studie	1,117	2,580	2,023	3,286	9,006	1,737	6,986	36	7,245	16,004

Notes:
1 Examples of 'Other Institution' are: Academy of Learning, Canadian Securities Institute, Certified General Accountants Association of B.C., Compu College School of Business, International School of Correspondence, Southern Alberta Institute of Technology

Table 4.2: 1996 Transfer Flows Between Different Institutions by Program Type, Type of Sending Institution and Type of Receiving Institution

	Applied Students Sending Institution					Arts and Sciences Students Sending Institution				
Receiving Institution	Rural College	Urban College	Technical/ Institute	University College	All	Rural College	Urban College	Technical/ Institute	University College	All
B.C. Rural College	81	6	9	25	121	15	5	-	20	40
B.C. University College	40	72	47	127	286	59	79	3	95	236
B.C. Technical/Institute	29	119	176	136	460	16	129	-	88	233
B.C. Urban College	8	77	61	39	185	23	48	-	65	136
B.C. University	38	354	84	297	773	242	1,369	1	878	2,490
Other University	17	25	24	38	104	39	59	2	93	193
Other Institution	185	213	282	287	967	47	94	-	150	291
Total	398	866	683	949	2,896	441	1,783	6	1,389	3,619
No Answer	12	4	8	8	32	118	481	6	711	1,316
Grand Total Attended Further Studie	410	870	691	957	2,928	559	2,264	12	2,100	4,935

Notes:
1 Examples of 'Other Institution' are: Academy of Learning, Canadian Securities Institute, Certified General Accountants Association of B.C., Compu College School of Business, International School of Correspondence, Southern Alberta Institute of Technology

Table 4.3: 1995 Transfer Flows Between Different Institutions by Program Type, Type of Sending Institution and Type of Receiving Institution

	Applied Students Sending Institution					Arts and Sciences Students Sending Institution				
Receiving Institution	Rural College	Urban College	Technical/ Institute	University College	All	Rural College	Urban College	Technical/ Institute	University College	All
B.C. Rural College	50	5	4	24	83	7	3	-	16	26
B.C. University College	48	68	44	180	340	71	90	-	105	266
B.C. Technical/Institute	53	124	163	190	530	15	171	-	93	279
B.C. Urban College	15	56	72	64	207	19	62	-	94	175
B.C. University	30	325	104	394	853	294	1,462	-	933	2,689
Other University	6	5	5	8	24	23	11	-	18	52
Other Institution	147	192	168	299	806	84	159	1	228	472
Total	349	775	560	1,159	2,843	513	1,958	1	1,487	3,959
No Answer	1	-	3	2	6	156	643	8	911	1,718
Grand Total Attended Further Studie	350	775	563	1,161	2,849	669	2,601	9	2,398	5,677

Notes:
1 Examples of 'Other Institution' are: Academy of Learning, Canadian Securities Institute, Certified General Accountants Association of B.C., Compu College School of Business, International School of Correspondence, Southern Alberta Institute of Technology

The tables 5.1 to 21.3 are presented in this appendix for the following three groupings; 1995, 1996 and 1995-1996-1997.

Table 5.1: 1995, 1996 and 1997 Students from Arts and Sciences Lower Division Programs - Students Who Attended Further Studies vs Students Who Did Not Attend Further Studies

		INDICATOR[1,2]		VALUES				INDEX[3]
				A&S Low Div Programs, Attended		A&S Low Div Programs, Did Not Attend		
				Value	N	Value	N	
Survey Year		1995 Survey	%	36%	3,868	39%	1,513	0.92
		1996 Survey	%	33%	3,480	27%	1,056	1.19
		1997 Survey	%	31%	3,339	33%	1,281	0.94
Program of Studies	Aggregation of CIP Coded Programs	In Applied Programs	%	0%	0	0%	0	n/a
		In Applied Program, 0-6 Months	%	0%	0	0%	0	n/a
		In Applied Program, 7-12 Months	%	0%	0	0%	0	n/a
		In Applied Program, 13-36 Months	%	0%	0	0%	0	n/a
		In Applied Program, Upper Division	%	0%	0	0%	0	n/a
		In Arts and Sciences Programs	%	100%	10,687	100%	3,850	1.00
		In Arts Program, Lower Division	%	100%	10,687	100%	3,850	n/a
		In Arts Program, Upper Division	%	0%	0	0%	0	n/a
		Arts and Sciences	%	100%	10,687	100%	3,850	1.00
		Business and Management	%	0%	0	0%	0	n/a
		Construction, Mechanical and Transportation	%	0%	0	0%	0	n/a
		Education and Library Science	%	0%	0	0%	0	n/a
		Engineering, Electronics, Computer Tech and Natural Resources	%	0%	0	0%	0	n/a
		Legal, Social, Home Economics, Hospitality and Service	%	0%	0	0%	0	n/a
		Nursing and Health	%	0%	0	0%	0	n/a
		Visual, Fine Arts and Communications	%	0%	0	0%	0	n/a
Attributes of Survey Respondents	Demographics	Female	%	58%	6,226	59%	2,273	0.99
		Age at Time of Survey (Years)	Average	24.38	10,667	26.93	3,833	0.91
		Age <21	%	22%	2,313	14%	525	1.58
		Age <23, >=21	%	36%	3,861	29%	1,094	1.27
		Age <25, >=23	%	17%	1,847	18%	679	0.98
		Age >=25	%	25%	2,646	40%	1,535	0.62
		Disabled	%	3%	236	5%	127	0.65
		Visible Minority	%	16%	1,687	11%	425	1.43
		Aboriginal Only	%	2%	258	4%	162	n/a
	Prev Educ	Previously Completed High School	%	96%	10,260	95%	3,650	1.01
		Previously Completed Certificate or Diploma	%	6%	631	11%	422	0.54
		Previously Completed Degree (University)	%	1%	95	2%	75	n/a
		Previously Completed Certificate, Diploma or Degree	%	7%	714	13%	489	0.53
	Prev Work	Had Current Job Before/During Studies	%	27%	2,880	34%	1,315	0.79
		Related Work Experience Before/During	%	16%	1,666	24%	935	0.64
		Completed Requirements for Program Credential	%	20%	2,158	23%	875	0.89
		In a Cooperative Education Program (Student's Declaration Only)	%	1%	152	3%	114	n/a
		In a Cooperative Education Program (Student & MoEST Declaration)	%	0%	12	0%	4 *	n/a
Reason for Enrolling / Leaving	Main Reason Enrolling	Job Skills	%	17%	1,763	33%	1,251	0.51
		Degree Attainment	%	48%	5,089	36%	1,359	1.35
		Degree Attainment and Job Skills	%	6%	611	8%	293	0.75
		Other Reason	%	29%	3,102	24%	907	1.23
	Main Reason Leaving	Completed All the Credits I Could	%	25%	2,656	23%	880	1.08
		Changed Mind about Program/Job Goal	%	6%	671	15%	578	0.42
		Transferred to/Qualified for Admission	%	65%	6,899	7%	256	9.69
		Disappointed With Program	%	5%	487	5%	203	0.86
		Disappointed With Own Performance	%	1%	77	3%	110	n/a
		Got a Job	%	2%	238	20%	765	n/a
		Job Situation Changed	%	0%	15	2%	21	n/a
		Convenience (e.g. Transportation, Scheduling)	%	2%	225	2%	83	n/a
		Personal Circumstances	%	5%	509	25%	963	0.19
		Reasons for Leaving: Other	%	10%	1,073	16%	621	0.62
Overall Satis-faction		Main Reason for Enrolling Met	Scale 4-1	3.28	10,552	2.72	3,790	1.21
		Overall Satisfaction with Studies	Scale 4-1	n/a	n/a	n/a	n/a	n/a
		Total Number of Respondents			10,687		3,850	

Notes:

[1] The shading of an indicator means that the values have a statistical significance. This means that there is a high level of confidence that the two groups are different.

[2] For scale indicators, a higher value indicates a more favourable rating. For example, for Scale 3-1, a value of "2.91" is more favourable, or positive, than a value of "2.11".

[3] The "Index" value for each indicator is the value of one cohort group divided by the value of the other group. A value of "1.00" means that the two groups are equivalent. Indicator index values that are greater than "1.00" result when the left cohort group's value is greater than the right cohort group's value. Please note that all calculations use non-rounded cell numbers; rounding occurs only in the presentation of figures.

* Relatively small sample size, interpret result with caution.

n/a Not applicable or any value smaller than 3%.

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Table 5.1: 1995, 1996 and 1997 Students from Arts and Sciences Lower Division Programs - Students Who Attended Further Studies vs Students Who Did Not Attend Further Studies

		INDICATOR[1,2]		VALUES				INDEX[3]
				A&S Low Div Programs, Attended		A&S Low Div Programs, Did Not Attend.		
				Value	N	Value	N	
Further Studies	Of Resp	Attended Further Studies at a Different Institution	%	100%	10,687	0%	0	n/a
		Currently Studying	%	80%	8,530	1%	30	n/a
Sending Institutions	Of Respondents	From Technical/Institute (Sending)	%	0%	15	1%	21	n/a
		From University College (Sending)	%	38%	4,037	53%	2,027	0.72
		From Urban College (Sending)	%	50%	5,312	37%	1,411	1.36
		From Rural College (Sending)	%	12%	1,323	10%	391	1.22
		From Another Institution (Sending)	%	0%	0	0%	0	n/a
		GPA	Average	2.88	10,650	2.63	3,790	1.09
		GPA <=2.4	%	14%	1,482	33%	1,244	0.42
		GPA >2.4, <=2.7	%	16%	1,678	15%	582	1.03
		GPA >2.7, <=3.1	%	50%	5,317	37%	1,415	1.34
		GPA >3.1	%	20%	2,173	14%	549	1.41
		Credits	Average	49.36	9,862	48.59	3,565	1.02
		Credits <=24	%	0%	0	0%	0	n/a
		Credits >24, <=36	%	29%	2,890	33%	1,173	0.89
		Credits >36, <=60	%	43%	4,276	36%	1,301	1.19
		Credits >60	%	22%	2,165	22%	790	0.99
Receiving Institutions	Of Respondents Who Attended Further Studies	Tried to Transfer	%	84%	9,005	n/a	n/a	n/a
		To BC Technical/Institute (Receiving)	%	7%	742	n/a	n/a	n/a
		To BC University College (Receiving)	%	7%	712	n/a	n/a	n/a
		To BC Urban College (Receiving)	%	4%	436	n/a	n/a	n/a
		To BC Rural College (Receiving)	%	1%	107	n/a	n/a	n/a
		To BC University (Receiving)	%	68%	7,265	n/a	n/a	n/a
		To Out of BC University (Receiving)	%	4%	394	n/a	n/a	n/a
		To Another Institution (Receiving)	%	9%	1,011	n/a	n/a	n/a
Continuing Education Outcomes	Of Tried Transf	Experienced Transfer Problems	%	16%	1,400	n/a	n/a	n/a
	Of Had Transfer Problem	All Courses Were Accepted	%	n/a	n/a	n/a	n/a	n/a
		1 or 2 Courses Were Not Accepted	%	n/a	n/a	n/a	n/a	n/a
		3 to 5 Courses Were Not Accepted	%	n/a	n/a	n/a	n/a	n/a
		6 or More Courses Were Not Accepted	%	n/a	n/a	n/a	n/a	n/a
		None of the Courses Were Transferred	%	n/a	n/a	n/a	n/a	n/a
		Some Courses Didn't Transfer	%	n/a	n/a	n/a	n/a	n/a
		Delay or Other Difficulty in Submitting Transcripts	%	n/a	n/a	n/a	n/a	n/a
		Getting an Assessment of Transfer Took a Long Time to Complete	%	n/a	n/a	n/a	n/a	n/a
		Original Courses or Program Were Not Designed for Transfer	%	n/a	n/a	n/a	n/a	n/a
		Had Completed More Credits than Was Allowed to Transfer	%	n/a	n/a	n/a	n/a	n/a
		Didn't Know or Understand Transfer Requirements	%	n/a	n/a	n/a	n/a	n/a
		Received Unassigned Credit When Expected Specific Credit	%	n/a	n/a	n/a	n/a	n/a
		Had to Repeat One or More Courses that Were Already Passed	%	n/a	n/a	n/a	n/a	n/a
		Other Problems	%	n/a	n/a	n/a	n/a	n/a
		Number of Transfer Problems Experienced	Average	3.23	n/a	n/a	n/a	n/a
		Extent to Which Transfer Was a Problem	Scale 5-1	3.26	n/a	n/a	n/a	n/a
	Of Transfer Block	Poor or Insufficient ADVICE from OLD Institution	%	n/a	n/a	n/a	n/a	n/a
		Slow or Inadequate SERVICE from OLD (Sending) Institution	%	n/a	n/a	n/a	n/a	n/a
		Poor or Insufficient ADVICE from NEW Institution	%	n/a	n/a	n/a	n/a	n/a
		Slow or Inadequate SERVICE from NEW (Receiving) Institution	%	n/a	n/a	n/a	n/a	n/a
		Attempted to Transfer Credential (or All Courses) as One Whole Block	%	n/a	n/a	n/a	n/a	n/a
		Received All the Credits Expected For Block Transfer	%	n/a	n/a	n/a	n/a	n/a
	Of Continued Studies	Relation Between Past and Further Studies	Scale 4-1	3.22	10,650	n/a	n/a	n/a
		Extent to Which Prepared for Further Study	Scale 4-1	3.44	9,307	n/a	n/a	n/a
		Total Number of Respondents			10,687		3,850	

Notes:

[1] The shading of an indicator means that the values have a statistical significance. This means that there is a high level of confidence that the two groups are different.

[2] For scale indicators, a higher value indicates a more favourable rating. For example, for Scale 3-1, a value of "2.91" is more favourable, or positive, than a value of "2.11".

[3] The "Index" value for each indicator is the value of one cohort group divided by the value of the other group. A value of "1.00" means that the two groups are equivalent. Indicator index values that are greater than "1.00" result when the left cohort group's value is greater than the right cohort group's value. Please note that all calculations use non-rounded cell numbers; rounding occurs only in the presentation of figures.

* Relatively small sample size, interpret result with caution.

n/a Not applicable or any value smaller than 3%.

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Table 5.1: 1995, 1996 and 1997 Students from Arts and Sciences Lower Division Programs - Students Who Attended Further Studies vs Students Who Did Not Attend Further Studies

		INDICATOR[1,2]		VALUES				INDEX[3]
				A&S Low Div Programs, Attended		A&S Low Div Programs, Did Not Attend		
				Value	N	Value	N	
Skill Development	Satisfaction Level	Written Communication	Scale 3-1	2.47	10,035	2.51	3,534	0.98
		Oral Communication	Scale 3-1	2.30	9,317	2.38	3,384	0.97
		Teamwork	Scale 3-1	2.29	6,549	2.41	2,341	0.95
		Interpersonal Skills	Scale 3-1	2.39	9,580	2.41	3,408	0.99
		Analysis / Problem Solving	Scale 3-1	2.42	9,859	2.43	3,519	0.99
		Mathematics	Scale 3-1	2.39	6,280	2.32	2,121	1.03
		Use of Computers	Scale 3-1	2.07	5,314	2.13	1,945	0.97
		Use of Tools & Equipment	Scale 3-1	2.18	4,344	2.27	1,679	0.96
		Skills for Independent Learning	Scale 3-1	2.39	9,960	2.38	3,556	1.01
College Experience	Satisfaction Level	Quality of Teaching	Scale 3-1	2.71	10,640	2.63	3,821	1.03
		Organization of Program	Scale 3-1	2.58	10,471	2.50	3,793	1.03
		Practical Experience	Scale 3-1	2.07	8,242	2.12	3,016	0.98
		Textbooks & Learning Materials	Scale 3-1	2.47	10,630	2.44	3,814	1.01
		Library Materials	Scale 3-1	2.20	10,295	2.33	3,713	0.94
		Availability of Instructors Outside Class	Scale 3-1	2.72	10,423	2.60	3,746	1.05
		Computer Hardware and Software	Scale 3-1	2.20	6,209	2.28	2,189	0.96
		Equipment Other Than Computers	Scale 3-1	2.26	5,622	2.33	2,100	0.97
		Study Facilities on Campus	Scale 3-1	2.30	10,279	2.36	3,667	0.97
		Program and Career Counseling	Scale 3-1	2.19	8,196	2.18	2,976	1.00
		Places on Campus for Socializing	Scale 3-1	2.21	10,053	2.31	3,492	0.96
		Frequency of Activities with Other Students	Scale 4-1	2.90	10,649	2.86	3,837	1.01
		Program Work Load (5=Heavy)	Scale 5-1	3.21	10,627	3.44	3,817	0.93
Employment Outcomes	Of Resp	In the Labour Force (Have/Looking for Job)	%	67%	7,163	91%	3,488	0.74
		Employed	%	60%	6,363	82%	3,158	0.73
	Of Those in the Labour Force	In a Permanent Job (Got It After Studies	%	21%	1,493	31%	1,091	0.67
		Employed in a Non Training-Related Job	%	69%	4,952	65%	2,254	1.07
		Employed in a Training-Related Job	%	19%	1,385	25%	880	0.77
		Employed Full-Time (30 hrs or more weekly)	%	52%	3,720	76%	2,666	0.68
		Employed Full-Time, Training-Related	%	14%	993	22%	755	0.64
		Employed Full-Time, non Training-Related	%	38%	2,727	55%	1,911	0.69
		Employed Part-Time	%	37%	2,643	14%	492	2.62
		Unemployed	%	11%	800	9%	330	1.18
	Of Empl FT	Gross Monthly Salary ($)	Average	$ 1,950	2,598	$ 2,050	1,999	0.96
		Gross Monthly Salary of Train-Rel Job ($)	Average	$ 2,250	711	$ 2,250	549	1.00
		Gross Monthly Salary of Non Train-Rel Job ($)	Average	$ 1,850	1,885	$ 1,950	1,449	0.94
Relation of Studies to Empl Outcomes	Of Very/ Somewhat Rel Job	Extent to Which Work is as Expected	Scale 3-1	2.14	1,397	2.07	834	1.03
		How Job Ready	Scale 4-1	3.00	914	3.29	539	0.91
	Of Employed	Usefulness of Training in Getting Job	Scale 4-1	2.08	3,439	2.12	1,811	0.98
		Usefulness of Training in Performing Job	Scale 4-1	2.09	6,292	2.28	3,121	0.92
		Total Number of Respondents			10,687		3,850	

Notes:

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[4] Relatively small sample size, interpret result with caution.

n/a Not applicable or any value smaller than 3%.

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Table 5.2: 1996 Students from Arts and Sciences Lower Division Programs - Students Who Attended Further Studies vs Students Who Did Not Attend Further Studies

	INDICATOR[1,2]		VALUES				INDEX[3]
			A&S Low Div Programs, Attended		A&S Low Div Programs, Did Not Attend		
			Value	N	Value	N	
Survey Year	1995 Survey	%	0%	0	0%	0	n/a
	1996 Survey	%	100%	3,480	100%	1,056	1.00
	1997 Survey	%	0%	0	0%	0	n/a
Program of Studies	In Applied Programs	%	0%	0	0%	0	n/a
	In Applied Program, 0-6 Months	%	0%	0	0%	0	n/a
	In Applied Program, 7-12 Months	%	0%	0	0%	0	n/a
	In Applied Program, 13-36 Months	%	0%	0	0%	0	n/a
	In Applied Program, Upper Divisior	%	0%	0	0%	0	n/a
	In Arts and Sciences Programs	%	100%	3,480	100%	1,056	1.00
	In Arts Program, Lower Division	%	100%	3,480	100%	1,056	n/a
	In Arts Program, Upper Division	%	0%	0	0%	0	n/a
Aggregation of CIP Coded Programs	Arts and Sciences	%	100%	3,480	100%	1,056	1.00
	Business and Management	%	0%	0	0%	0	n/a
	Construction, Mechanical and Transportation	%	0%	0	0%	0	n/a
	Education and Library Science	%	0%	0	0%	0	n/a
	Engineering, Electronics, Computer Tech and Natural Resources	%	0%	0	0%	0	n/a
	Legal, Social, Home Economics, Hospitality and Service	%	0%	0	0%	0	n/a
	Nursing and Health	%	0%	0	0%	0	n/a
	Visual, Fine Arts and Communications	%	0%	0	0%	0	n/a
Attributes of Survey Respondents	Female	%	57%	1,998	59%	621	0.98
Demographics	Age at Time of Survey (Years)	Average	24.30	3,467	26.54	1,048	0.92
	Age <21	%	23%	785	14%	148	1.60
	Age <23, >=21	%	36%	1,245	31%	327	1.15
	Age <25, >=23	%	16%	566	17%	176	0.97
	Age >=25	%	25%	871	38%	397	0.66
	Disabled	%	3%	107	5%	50	0.65
	Visible Minority	%	21%	724	14%	147	1.50
	Aboriginal Only	%	2%	86	4%	45	n/a
Prev Educ	Previously Completed High School	%	96%	3,328	95%	1,004	1.01
	Previously Completed Certificate or Diploma	%	6%	197	10%	102	0.59
	Previously Completed Degree (University)	%	1%	33	2%	21	n/a
	Previously Completed Certificate, Diploma or Degree	%	7%	227	11%	120	0.57
Prev Work	Had Current Job Before/During Studies	%	25%	869	37%	387	0.68
	Related Work Experience Before/During	%	12%	410	23%	243	0.51
	Completed Requirements for Program Credential	%	20%	677	22%	233	0.89
	In a Cooperative Education Program (Student's Declaration Only)	%	2%	72	6%	59	n/a
	In a Cooperative Education Program (Student & MoEST Declaration)	%	0%	5 *	0%	3 *	n/a
Reason for Enrolling / Leaving[4]	Main Reason Enrolling: Job Skills	%	20%	676	38%	398	0.52
	Main Reason Enrolling: Degree Attainment	%	46%	1,575	29%	304	1.57
	Main Reason Enrolling: Degree Attainment and Job Skills	%	6%	219	9%	96	0.69
	Main Reason Enrolling: Other Reason	%	28%	965	23%	245	1.20
	Main Reason Leaving: Completed All the Credits I Could	%	23%	792	21%	224	1.07
	Main Reason Leaving: Changed Mind about Program/Job Goal	%	6%	223	12%	127	0.53
	Main Reason Leaving: Transferred to/Qualified for Admissior	%	63%	2,170	6%	65	10.10
	Main Reason Leaving: Disappointed With Program	%	6%	212	6%	66	0.97
	Main Reason Leaving: Disappointed With Own Performance	%	1%	21	3%	31	n/a
	Main Reason Leaving: Got a Job	%	3%	96	24%	247	n/a
	Main Reason Leaving: Job Situation Changed	%	0%	0	0%	0	n/a
	Main Reason Leaving: Convenience (e.g. Transportation, Scheduling)	%	2%	80	3%	29	n/a
	Main Reason Leaving: Personal Circumstances	%	7%	237	30%	311	0.23
	Main Reason Leaving: Reasons for Leaving: Other	%	12%	414	18%	192	0.65
Overall Satis-faction	Main Reason for Enrolling Met	Scale 4-1	3.25	3,440	2.67	1,042	1.22
	Overall Satisfaction with Studies	Scale 4-1	3.23	3,477	3.02	1,056	1.07
	Total Number of Respondents			3,480		1,056	

Notes:

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[2] For scale indicators, a higher value indicates a more favourable rating. For example, for Scale 3-1, a value of "2.91" is more favourable, or positive, than a value of "2.11".

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n/a Not applicable or any value smaller than 3%.

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Table 5.2: 1996 Students from Arts and Sciences Lower Division Programs - Students Who Attended Further Studies vs Students Who Did Not Attend Further Studies

		INDICATOR[1,2]		VALUES				INDEX[3]
				A&S Low Div Programs, Attended		A&S Low Div Programs, Did Not Attend		
				Value	N	Value	N	
Further Studies	Of Resp	Attended Further Studies at a Different Institution	%	100%	3,480	0%	0	n/a
		Currently Studying	%	89%	3,105	0%	0	n/a
Sending Institutions	Of Respondents	From Technical/Institute (Sending)	%	0%	6 *	1%	6 *	n/a
		From University College (Sending)	%	36%	1,243	52%	549	0.69
		From Urban College (Sending)	%	51%	1,788	37%	393	1.38
		From Rural College (Sending)	%	13%	443	10%	108	1.24
		From Another Institution (Sending)	%	0%	0	0%	0	n/a
		GPA	Average	2.86	3,465	2.59	1,040	1.10
		GPA <=2.4	%	14%	475	33%	348	0.41
		GPA >2.4, <=2.7	%	24%	818	23%	240	1.02
		GPA >2.7, <=3.1	%	37%	1,281	26%	266	1.45
		GPA >3.1	%	26%	891	18%	186	1.44
		Credits	Average	50.59	3,474	48.95	1,050	1.03
		Credits <=24	%	6%	207	8%	89	0.70
		Credits >24, <=36	%	29%	1,022	34%	359	0.86
		Credits >36, <=60	%	42%	1,458	36%	378	1.17
		Credits >60	%	23%	787	21%	224	1.06
Receiving Institutions	Of Respondents Who Attended Further Studies	Tried to Transfer	%	85%	2,936	n/a	n/a	n/a
		To BC Technical/Institute (Receiving)	%	7%	231	n/a	n/a	n/a
		To BC University College (Receiving)	%	6%	224	n/a	n/a	n/a
		To BC Urban College (Receiving)	%	4%	133	n/a	n/a	n/a
		To BC Rural College (Receiving)	%	1%	40	n/a	n/a	n/a
		To BC University (Receiving)	%	69%	2,384	n/a	n/a	n/a
		To Out or BC University (Receiving)	%	5%	179	n/a	n/a	n/a
		To Another Institution (Receiving)	%	8%	279	n/a	n/a	n/a
Continuing Education Outcomes	Of Tried Transf	Experienced Transfer Problems	%	15%	445	n/a	n/a	n/a
	Of Had Transfer Problem	All Courses Were Accepted	%	n/a	n/a	n/a	n/a	n/a
		1 or 2 Courses Were Not Accepted	%	n/a	n/a	n/a	n/a	n/a
		3 to 5 Courses Were Not Accepted	%	n/a	n/a	n/a	n/a	n/a
		6 or More Courses Were Not Accepted	%	n/a	n/a	n/a	n/a	n/a
		None of the Courses Were Transferred	%	n/a	n/a	n/a	n/a	n/a
		Some Courses Didn't Transfer	%	n/a	n/a	n/a	n/a	n/a
		Delay or Other Difficulty in Submitting Transcripts	%	n/a	n/a	n/a	n/a	n/a
		Getting an Assessment of TransferTook a Long Time to Complete	%	n/a	n/a	n/a	n/a	n/a
		Original Courses or Program Were Not Designed for Transfer	%	n/a	n/a	n/a	n/a	n/a
		Had Completed More Credits than Was Allowed to Transfer	%	n/a	n/a	n/a	n/a	n/a
		Didn't Know or Understand Transfer Requirements	%	n/a	n/a	n/a	n/a	n/a
		Received Unassigned Credit When Expected Specific Credit	%	n/a	n/a	n/a	n/a	n/a
		Had to Repeat One or More Courses that Were Already Passed	%	n/a	n/a	n/a	n/a	n/a
		Other Problems	%	n/a	n/a	n/a	n/a	n/a
		Number of Transfer Problems Experienced	Average	n/a	n/a	n/a	n/a	n/a
		Extent to Which Transfer Was a Problem	Scale 5-1	n/a	n/a	n/a	n/a	n/a
	Of Transfer Block	Poor or Insufficient ADVICE from OLD Institution	%	n/a	n/a	n/a	n/a	n/a
		Slow or Inadequate SERVICE from OLD (Sending) Institution	%	n/a	n/a	n/a	n/a	n/a
		Poor or Insufficient ADVICE from NEW Institution	%	n/a	n/a	n/a	n/a	n/a
		Slow or Inadequate SERVICE from NEW (Receiving) Institution	%	n/a	n/a	n/a	n/a	n/a
		Attempted to Transfer Credential (or All Courses) as One Whole Block	%	n/a	n/a	n/a	n/a	n/a
		Received All the Credits Expected For Block Transfer	%	n/a	n/a	n/a	n/a	n/a
	Of Continued Studies	Relation Between Past and Further Studies	Scale 4-1	3.22	3,468	n/a	n/a	n/a
		Extent to Which Prepared for Further Study	Scale 4-1	3.47	2,871	n/a	n/a	n/a
		Total Number of Respondents			3,480		1,056	

Notes:

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[2] For scale indicators, a higher value indicates a more favourable rating. For example, for Scale 3-1, a value of "2.91" is more favourable, or positive, than a value of "2.11".

[3] The "Index" value for each indicator is the value of one cohort group divided by the value of the other group. A value of "1.00" means that the two groups are equivalent. Indicator index values that are greater than "1.00" result when the left cohort group's value is greater than the right cohort group's value. Please note that all calculations use non-rounded cell numbers; rounding occurs only in the presentation of figures.

* Relatively small sample size, interpret result with caution.

n/a Not applicable or any value smaller than 3%.

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Table 5.2: 1996 Students from Arts and Sciences Lower Division Programs - Students Who Attended Further Studies vs Students Who Did Not Attend Further Studies

		INDICATOR[1,2]		VALUES				INDEX[3]
				A&S Low Div Programs, Attended		A&S Low Div Programs, Did Not Attend		
				Value	N	Value	N	
Skill Development	Satisfaction Level	Written Communication	Scale 3-1	2.47	3,245	2.49	961	0.99
		Oral Communication	Scale 3-1	2.30	3,094	2.37	944	0.97
		Teamwork	**Scale 3-1**	**2.28**	**3,127**	**2.43**	**969**	**0.94**
		Interpersonal Skills	Scale 3-1	2.34	3,096	2.36	949	0.99
		Analysis / Problem Solving	Scale 3-1	2.38	3,166	2.38	962	1.00
		Mathematics	**Scale 3-1**	**2.40**	**2,077**	**2.28**	**598**	**1.05**
		Use of Computers	Scale 3-1	2.04	1,811	2.11	541	0.97
		Use of Tools & Equipment	**Scale 3-1**	**2.14**	**1,433**	**2.27**	**478**	**0.94**
		Skills for Independent Learning	Scale 3-1	2.37	3,259	2.38	989	1.00
College Experience	Satisfaction Level	Quality of Teaching	Scale 3-1	2.71	3,470	2.64	1,055	1.03
		Organization of Program	Scale 3-1	2.57	3,407	2.51	1,049	1.02
		Practical Experience	Scale 3-1	2.09	2,683	2.17	846	0.96
		Textbooks & Learning Materials	Scale 3-1	2.48	3,467	2.45	1,051	1.01
		Library Materials	**Scale 3-1**	**2.19**	**3,374**	**2.34**	**1,030**	**0.94**
		Availability of Instructors Outside Class	Scale 3-1	2.72	3,424	2.63	1,045	1.04
		Computer Hardware and Software	**Scale 3-1**	**2.17**	**2,047**	**2.28**	**612**	**0.95**
		Equipment Other Than Computers	**Scale 3-1**	**2.23**	**1,832**	**2.34**	**602**	**0.95**
		Study Facilities on Campus	Scale 3-1	2.29	3,364	2.37	1,020	0.97
		Program and Career Counseling	Scale 3-1	2.20	2,681	2.17	828	1.01
		Places on Campus for Socializing	**Scale 3-1**	**2.21**	**3,320**	**2.33**	**967**	**0.95**
		Frequency of Activities with Other Students	Scale 4-1	2.85	3,472	2.82	1,056	1.01
		Program Work Load (5=Heavy)	**Scale 5-1**	**3.23**	**3,471**	**3.45**	**1,053**	**0.94**
Employment Outcomes	Of Resp	**In the Labour Force (Have/Looking for Job)**	**%**	**55%**	**1,926**	**91%**	**960**	**0.61**
		Employed	**%**	**50%**	**1,750**	**83%**	**877**	**0.61**
	Of Those in the Labour Force	**In a Permanent Job (Got It After Studies)**	**%**	**23%**	**440**	**30%**	**291**	**0.75**
		Employed in a Non Training-Related Job	**%**	**71%**	**1,373**	**65%**	**625**	**1.09**
		Employed in a Training-Related Job	**%**	**19%**	**374**	**26%**	**251**	**0.74**
		Employed Full-Time (30 hrs or more weekly)	**%**	**37%**	**704**	**76%**	**730**	**0.48**
		Employed Full-Time, Training-Related	**%**	**12%**	**229**	**22%**	**211**	**0.54**
		Employed Full-Time, non Training-Related	**%**	**25%**	**475**	**54%**	**519**	**0.46**
		Employed Part-Time	**%**	**54%**	**1,046**	**15%**	**147**	**3.55**
		Unemployed	%	9%	176	9%	83	1.06
	Of Empl FT	Gross Monthly Salary ($)	Average	$ 2,100	446	$ 2,000	509	1.06
		Gross Monthly Salary of Train-Rel Job ($)	Average	$ 2,400	148	$ 2,250	142	1.08
		Gross Monthly Salary of Non Train-Rel Job ($)	Average	$ 1,950	298	$ 1,900	367	1.03
Relation of Studies to Empl Outcomes	Of Very/ Somewhat Rel Job	Extent to Which Work is as Expected	Scale 3-1	2.11	341	2.07	236	1.02
		How Job Ready	Scale 4-1	2.96	235	3.27	157	0.90
	Of Employed	Usefulness of Training in Getting Job	Scale 4-1	2.10	873	2.17	487	0.97
		Usefulness of Training in Performing Job	**Scale 4-1**	**2.06**	**1,735**	**2.26**	**871**	**0.91**
		Total Number of Respondents			**3,480**		**1,056**	

Notes:

[1] The shading of an indicator means that the values have a statistical significance. This means that there is a high level of confidence that the two groups are different.

[2] For scale indicators, a higher value indicates a more favourable rating. For example, for Scale 3-1, a value of "2.91" is more favourable, or positive, than a value of "2.11"

[3] The "Index" value for each indicator is the value of one cohort group divided by the value of the other group. A value of "1.00" means that the two groups are equivalent. Indicator index values that are greater than "1.00" result when the left cohort group's value is greater than the right cohort group's value. Please note that all calculations use non-rounded cell numbers; rounding occurs only in the presentation of figures.

[4] Relatively small sample size, interpret result with caution.

n/a Not applicable or any value smaller than 3%.

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Table 5.3: 1995 Students from Arts and Sciences Lower Division Programs - Students Who Attended Further Studies vs Students Who Did Not Attend Further Studies

		INDICATOR[1,2]		VALUES				INDEX[3]
				A&S Low Div Programs, Attended		A&S Low Div Programs, Did Not Attend		
				Value	N	Value	N	
Survey Year		1995 Survey	%	100%	3,868	100%	1,513	1.00
		1996 Survey	%	0%	0	0%	0	n/a
		1997 Survey	%	0%	0	0%	0	n/a
Program of Studies		In Applied Programs	%	0%	0	0%	0	n/a
		In Applied Program, 0-6 Months	%	0%	0	0%	0	n/a
		In Applied Program, 7-12 Months	%	0%	0	0%	0	n/a
		In Applied Program, 13-36 Months	%	0%	0	0%	0	n/a
		In Applied Program, Upper Division	%	0%	0	0%	0	n/a
		In Arts and Sciences Programs	%	100%	3,868	100%	1,513	1.00
		In Arts Program, Lower Division	%	100%	3,868	100%	1,513	n/a
		In Arts Program, Upper Division	%	0%	0	0%	0	n/a
	Aggregation of CIP Coded Programs	Arts and Sciences	%	100%	3,868	100%	1,513	1.00
		Business and Management	%	0%	0	0%	0	n/a
		Construction, Mechanical and Transportation	%	0%	0	0%	0	n/a
		Education and Library Science	%	0%	0	0%	0	n/a
		Engineering, Electronics, Computer Tech and Natural Resources	%	0%	0	0%	0	n/a
		Legal, Social, Home Economics, Hospitality and Service	%	0%	0	0%	0	n/a
		Nursing and Health	%	0%	0	0%	0	n/a
		Visual, Fine Arts and Communications	%	0%	0	0%	0	n/a
Attributes of Survey Respondents	Demographics	Female	%	59%	2,281	57%	862	1.04
		Age at Time of Survey (Years)	**Average**	**24.09**	**3,865**	**26.62**	**1,509**	**0.91**
		Age <21	**%**	**23%**	**883**	**14%**	**213**	**1.62**
		Age <23, >=21	**%**	**36%**	**1,406**	**29%**	**432**	**1.27**
		Age <25, >=23	%	19%	724	19%	286	0.99
		Age >=25	**%**	**22%**	**852**	**38%**	**578**	**0.58**
		Disabled	**%**	**3%**	**129**	**5%**	**77**	**0.65**
		Visible Minority	**%**	**23%**	**873**	**14%**	**207**	**1.64**
		Aboriginal Only	%	2%	82	3%	46	n/a
	Prev Educ	Previously Completed High School	%	96%	3,723	95%	1,444	1.01
		Previously Completed Certificate or Diploma	**%**	**6%**	**228**	**11%**	**168**	**0.53**
		Previously Completed Degree (University)	%	1%	34	2%	32	n/a
		Previously Completed Certificate, Diploma or Degree	**%**	**7%**	**259**	**13%**	**198**	**0.51**
	Prev Work	**Had Current Job Before/During Studies**	**%**	**28%**	**1,067**	**31%**	**473**	**0.88**
		Related Work Experience Before/During	**%**	**18%**	**710**	**28%**	**419**	**0.66**
		Completed Requirements for Program Credential	%	18%	701	21%	318	0.86
		In a Cooperative Education Program (Student's Declaration Only)	%	0%	0	0%	0	n/a
		In a Cooperative Education Program (Student & MoEST Declaration)	%	0%	0	0%	0	n/a
Reason for Enrolling / Leaving	Main Reason Enrolling	**Job Skills**	**%**	**12%**	**478**	**28%**	**424**	**0.44**
		Degree Attainment	**%**	**52%**	**1,989**	**41%**	**610**	**1.27**
		Degree Attainment and Job Skills	**%**	**3%**	**130**	**6%**	**85**	**0.60**
		Other Reason	**%**	**32%**	**1,247**	**25%**	**380**	**1.28**
	Main Reason Leaving	Completed All the Credits I Could	%	23%	899	22%	337	1.04
		Changed Mind about Program/Job Goal	**%**	**4%**	**171**	**12%**	**177**	**0.38**
		Transferred to/Qualified for Admission	**%**	**68%**	**2,599**	**5%**	**71**	**14.33**
		Disappointed With Program	%	4%	167	5%	76	0.86
		Disappointed With Own Performance	%	1%	28	3%	44	n/a
		Got a Job	%	2%	72	21%	316	n/a
		Job Situation Changed	%	0%	0	0%	0	n/a
		Convenience (e.g. Transportation, Scheduling)	%	1%	47	1%	19	n/a
		Personal Circumstances	**%**	**3%**	**123**	**21%**	**310**	**0.16**
		Reasons for Leaving: Other	**%**	**8%**	**308**	**20%**	**296**	**0.41**
Overall Satisfaction		**Main Reason for Enrolling Met**	**Scale 4-1**	**3.34**	**3,817**	**2.74**	**1,491**	**1.22**
		Overall Satisfaction with Studies	**Scale 4-1**	**n/a**	**n/a**	**n/a**	**n/a**	**n/a**
		Total Number of Respondents			**3,868**		**1,513**	

Notes:

[1] The shading of an indicator means that the values have a statistical significance. This means that there is a high level of confidence that the two groups are different.

[2] For scale indicators, a higher value indicates a more favourable rating. For example, for Scale 3-1, a value of "2.91" is more favourable, or positive, than a value of "2.11"

[3] The "Index" value for each indicator is the value of one cohort group divided by the value of the other group. A value of "1.00" means that the two groups are equivalent. Indicator index values that are greater than "1.00" result when the left cohort group's value is greater than the right cohort group's value. Please note that all calculations use non-rounded cell numbers; rounding occurs only in the presentation of figures.

[4] Relatively small sample size, interpret result with caution.

n/a Not applicable or any value smaller than 3%.

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Table 5.3: 1995 Students from Arts and Sciences Lower Division Programs - Students Who Attended Further Studies vs Students Who Did Not Attend Further Studies

		INDICATOR[1,2]		VALUES				INDEX[3]
				A&S Low Div Programs, Attended		A&S Low Div Programs, Did Not Attend		
				Value	N	Value	N	
Further Studies	Of Resp	Attended Further Studies at a Different Institution	%	100%	3,868	0%	0	n/a
		Currently Studying	%	68%	2,611	2%	30	n/a
Sending Institutions	Of Respondents	From Technical/Institute (Sending)	%	0%	1 [4]	1%	8 [4]	n/a
		From University College (Sending)	**%**	**36%**	**1,395**	**51%**	**766**	**0.71**
		From Urban College (Sending)	**%**	**51%**	**1,959**	**39%**	**591**	**1.30**
		From Rural College (Sending)	**%**	**13%**	**513**	**10%**	**148**	**1.36**
		From Another Institution (Sending)	%	0%	0	0%	0	n/a
		GPA	**Average**	**2.92**	**3,858**	**2.65**	**1,482**	**1.10**
		GPA <=2.4	**%**	**16%**	**608**	**37%**	**548**	**0.43**
		GPA >2.4, <=2.7	%	0%	0	0%	0	n/a
		GPA >2.7, <=3.1	**%**	**75%**	**2,896**	**56%**	**833**	**1.34**
		GPA >3.1	**%**	**9%**	**354**	**7%**	**101**	**1.35**
		Credits	Average	47.74	3,050	46.36	1,235	1.03
		Credits <=24	**%**	**5%**	**139**	**9%**	**112**	**0.50**
		Credits >24, <=36	%	31%	947	35%	428	0.90
		Credits >36, <=60	**%**	**44%**	**1,339**	**37%**	**456**	**1.19**
		Credits >60	%	20%	625	19%	239	1.06
Receiving Institutions	Of Respondents Who Attended Further Studies	Tried to Transfer	%	85%	3,282	n/a	n/a	n/a
		To BC Technical/Institute (Receiving)	%	7%	276	n/a	n/a	n/a
		To BC University College (Receiving)	%	7%	262	n/a	n/a	n/a
		To BC Urban College (Receiving)	%	5%	175	n/a	n/a	n/a
		To BC Rural College (Receiving)	%	1%	26	n/a	n/a	n/a
		To BC University (Receiving)	%	68%	2,617	n/a	n/a	n/a
		To Out or BC University (Receiving)	%	1%	52	n/a	n/a	n/a
		To Another Institution (Receiving)	%	12%	459	n/a	n/a	n/a
Continuing Education Outcomes	Of Tried Transf	Experienced Transfer Problems	%	16%	521	n/a	n/a	n/a
	Of Had Transfer Problem	All Courses Were Accepted	%	n/a	n/a	n/a	n/a	n/a
		1 or 2 Courses Were Not Accepted	%	n/a	n/a	n/a	n/a	n/a
		3 to 5 Courses Were Not Accepted	%	n/a	n/a	n/a	n/a	n/a
		6 or More Courses Were Not Accepted	%	n/a	n/a	n/a	n/a	n/a
		None of the Courses Were Transferred	%	n/a	n/a	n/a	n/a	n/a
		Some Courses Didn't Transfer	%	n/a	n/a	n/a	n/a	n/a
		Delay or Other Difficulty in Submitting Transcripts	%	n/a	n/a	n/a	n/a	n/a
		Getting an Assessment of TransferTook a Long Time to Complete	%	n/a	n/a	n/a	n/a	n/a
		Original Courses or Program Were Not Designed for Transfer	%	n/a	n/a	n/a	n/a	n/a
		Had Completed More Credits than Was Allowed to Transfer	%	n/a	n/a	n/a	n/a	n/a
		Didn't Know or Understand Transfer Requirements	%	n/a	n/a	n/a	n/a	n/a
		Received Unassigned Credit When Expected Specific Credit	%	n/a	n/a	n/a	n/a	n/a
		Had to Repeat One or More Courses that Were Already Passed	%	n/a	n/a	n/a	n/a	n/a
		Other Problems	%	n/a	n/a	n/a	n/a	n/a
		Number of Transfer Problems Expenenced	Average	n/a	n/a	n/a	n/a	n/a
		Extent to Which Transfer Was a Problem	Scale 5-1	n/a	n/a	n/a	n/a	n/a
		Poor or Insufficient ADVICE from OLD Institution	%	n/a	n/a	n/a	n/a	n/a
		Slow or Inadequate SERVICE from OLD (Sending) Institution	%	n/a	n/a	n/a	n/a	n/a
		Poor or Insufficient ADVICE from NEW Institution	%	n/a	n/a	n/a	n/a	n/a
		Slow or Inadequate SERVICE from NEW (Receiving) Institution	%	n/a	n/a	n/a	n/a	n/a
		Attempted to Transfer Credential (or All Courses) as One Whole Block	%	n/a	n/a	n/a	n/a	n/a
	Of Transfer Block	Received All the Credits Expected For Block Transfer	%	n/a	n/a	n/a	n/a	n/a
	Of Continued Studies	Relation Between Past and Further Studies	Scale 4-1	3.20	3,859	n/a	n/a	n/a
		Extent to Which Prepared for Further Study	Scale 4-1	3.47	3,180	n/a	n/a	n/a
		Total Number of Respondents			**3,868**		**1,513**	

Notes:

[1] The shading of an indicator means that the values have a statistical significance. This means that there is a high level of confidence that the two groups are different.

[2] For scale indicators, a higher value indicates a more favourable rating. For example, for Scale 3-1, a value of "2.91" is more favourable, or positive, than a value of "2.11"

[3] The "Index" value for each indicator is the value of one cohort group divided by the value of the other group. A value of "1.00" means that the two groups are equivalent. Indicator index values that are greater than "1.00" result when the left cohort group's value is greater than the right cohort group's value. Please note that all calculations use non-rounded cell numbers; rounding occurs only in the presentation of figures.

[4] Relatively small sample size, interpret result with caution.

n/a Not applicable or any value smaller than 3%.

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Table 5.3: 1995 Students from Arts and Sciences Lower Division Programs - Students Who Attended Further Studies vs Students Who Did Not Attend Further Studies

		INDICATOR[1,2]		VALUES				INDEX[3]
				A&S Low Div Programs, Attended		A&S Low Div Programs, Did Not Attend		
				Value	N	Value	N	
Skill Development	Satisfaction Level	Written Communication	Scale 3-1	2.45	3,670	2.49	1,406	0.98
		Oral Communication	Scale 3-1	2.27	3,434	2.35	1,366	0.97
		Teamwork	Scale 3-1	2.31	3,422	2.40	1,372	0.96
		Interpersonal Skills	Scale 3-1	2.35	3,441	2.36	1,325	1.00
		Analysis / Problem Solving	Scale 3-1	2.38	3,468	2.37	1,340	1.01
		Mathematics	Scale 3-1	2.39	2,210	2.36	815	1.01
		Use of Computers	Scale 3-1	2.09	1,773	2.15	733	0.97
		Use of Tools & Equipment	Scale 3-1	2.17	1,437	2.26	608	0.96
		Skills for Independent Learning	Scale 3-1	2.38	3,595	2.36	1,382	1.01
College Experience	Satisfaction Level	Quality of Teaching	Scale 3-1	2.70	3,835	2.62	1,490	1.03
		Organization of Program	Scale 3-1	2.57	3,772	2.47	1,476	1.04
		Practical Experience	Scale 3-1	2.06	3,005	2.12	1,186	0.97
		Textbooks & Learning Materials	Scale 3-1	2.48	3,833	2.46	1,490	1.01
		Library Materials	**Scale 3-1**	**2.18**	**3,685**	**2.32**	**1,437**	**0.94**
		Availability of Instructors Outside Class	**Scale 3-1**	**2.73**	**3,771**	**2.59**	**1,472**	**1.05**
		Computer Hardware and Software	Scale 3-1	2.21	1,995	2.31	782	0.96
		Equipment Other Than Computers	Scale 3-1	2.27	1,850	2.33	755	0.97
		Study Facilities on Campus	Scale 3-1	2.27	3,704	2.33	1,436	0.97
		Program and Career Counseling	Scale 3-1	2.14	2,923	2.15	1,146	1.00
		Places on Campus for Socializing	Scale 3-1	2.21	3,608	2.31	1,356	0.96
		Frequency of Activities with Other Students	Scale 4-1	2.89	3,846	2.88	1,502	1.01
		Program Work Load (5=Heavy)	**Scale 5-1**	**3.19**	**3,832**	**3.44**	**1,492**	**0.93**
Employment Outcomes	Of Resp	**In the Labour Force (Have/Looking for Job)**	**%**	**73%**	**2,810**	**92%**	**1,387**	**0.79**
		Employed	**%**	**64%**	**2,491**	**83%**	**1,256**	**0.78**
	Of Those in the Labour Force	**In a Permanent Job (Got It After Studies)**	**%**	**19%**	**547**	**31%**	**431**	**0.63**
		Employed in a Non Training-Related Job	**%**	**70%**	**1,961**	**65%**	**903**	**1.07**
		Employed in a Training-Related Job	**%**	**18%**	**511**	**24%**	**331**	**0.76**
		Employed Full-Time (30 hrs or more weekly)	**%**	**59%**	**1,648**	**78%**	**1,086**	**0.75**
		Employed Full-Time, Training-Related	**%**	**14%**	**398**	**21%**	**290**	**0.66**
		Employed Full-Time, non Training-Related	**%**	**44%**	**1,250**	**57%**	**790**	**0.78**
		Employed Part-Time	**%**	**30%**	**843**	**12%**	**170**	**2.45**
		Unemployed	%	11%	319	9%	131	1.20
	Of Empl FT	Gross Monthly Salary ($)	Average	$ 1,900	1,238	$ 2,100	893	0.90
		Gross Monthly Salary of Train-Rel Job ($)	Average	$ 2,200	313	$ 2,250	236	0.96
		Gross Monthly Salary of Non Train-Rel Job ($)	Average	$ 1,800	925	$ 2,050	657	0.88
Relation of Studies to Empl Outcomes	Of Very/ Somewhat Rel Job	**Extent to Which Work is as Expected**	**Scale 3-1**	**2.14**	**494**	**2.01**	**318**	**1.06**
		How Job Ready	Scale 4-1	2.98	355	3.25	204	0.92
	Of Employed	Usefulness of Training in Getting Job	Scale 4-1	2.01	1,405	2.07	756	0.97
		Usefulness of Training in Performing Job	**Scale 4-1**	**2.04**	**2,459**	**2.26**	**1,229**	**0.91**
		Total Number of Respondents			**3,868**		**1,513**	

Notes:

[1] The shading of an indicator means that the values have a statistical significance. This means that there is a high level of confidence that the two groups are different.

[2] For scale indicators, a higher value indicates a more favourable rating. For example, for Scale 3-1, a value of "2.91" is more favourable, or positive, than a value of "2.11"

[3] The "Index" value for each indicator is the value of one cohort group divided by the value of the other group. A value of "1.00" means that the two groups are equivalent. Indicator index values that are greater than "1.00" result when the left cohort group's value is greater than the right cohort group's value. Please note that all calculations use non-rounded cell numbers; rounding occurs only in the presentation of figures.

[4] Relatively small sample size, interpret result with caution.

n/a Not applicable or any value smaller than 3%.

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Table 8.1: 1995, 1996 and 1997 Students Attending Further Studies from Applied Programs - Students That Tried to Transfer vs Those That Did Not Try

		INDICATOR[1,2]		VALUES				INDEX[3]
				Applied Programs, Tried Transfer		Applied Programs, Didn't Try		
				Value	N	Value	N	
Survey Year		1995 Survey	%	32%	1,337	31%	1,505	1.04
		1996 Survey	%	30%	1,247	34%	1,648	0.88
		1997 Survey	%	37%	1,539	35%	1,669	1.08
Program of Studies		In Applied Programs	%	100%	4,123	100%	4,822	n/a
		In Applied Program, 0-6 Months	%	2%	84	12%	555	n/a
		In Applied Program, 7-12 Months	%	16%	673	39%	1,899	0.41
		In Applied Program, 13-36 Months	%	78%	3,209	45%	2,169	1.73
		In Applied Program, Upper Divisior	%	4%	154	4%	198	0.91
		In Arts and Sciences Programs	%	0%	0	0%	0	n/a
		In Arts Program, Lower Division	%	0%	0	0%	0	n/a
		In Arts Program, Upper Division	%	0%	0	0%	0	n/a
	Aggregation of CIP Coded Programs	Arts and Sciences	%	0%	0	0%	0	n/a
		Business and Management	%	41%	1,690	24%	1,139	1.74
		Construction, Mechanical and Transportation	%	4%	151	20%	965	0.18
		Education and Library Science	%	7%	293	5%	246	1.39
		Engineering, Electronics, Computer Tech and Natural Resources	%	13%	544	13%	649	0.98
		Legal, Social, Home Economics, Hospitality and Service	%	17%	689	15%	734	1.10
		Nursing and Health	%	8%	348	16%	754	0.54
		Visual, Fine Arts and Communications	%	10%	408	7%	335	1.42
Attributes of Survey Respondents		Female	%	50%	2,037	51%	2,458	0.96
	Demographics	Age at Time of Survey (Years)	Average	26.27	4,111	30.31	4,754	0.87
		Age <21	%	13%	522	8%	380	1.59
		Age <23, >=21	%	29%	1,180	16%	743	1.84
		Age <25, >=23	%	21%	863	15%	732	1.36
		Age >=25	%	38%	1,546	61%	2,899	0.62
		Disabled	%	3%	66	5%	157	n/a
		Visible Minority	%	16%	648	12%	588	1.29
		Aboriginal Only	%	2%	95	3%	160	n/a
	Prev Educ	Previously Completed High School	%	96%	3,955	92%	4,424	1.05
		Previously Completed Certificate or Diploma	%	13%	543	22%	1,084	0.59
		Previously Completed Degree (University)	%	5%	188	8%	394	0.56
		Previously Completed Certificate, Diploma or Degree	%	17%	709	29%	1,402	0.59
	Prev Work	Had Current Job Before/During Studies	%	26%	1,060	24%	1,175	1.06
		Related Work Experience Before/During	%	19%	770	28%	1,352	0.67
Reason for Enrolling / Leaving		Completed Requirements for Program Credential	%	60%	2,461	81%	3,833	0.75
		In a Cooperative Education Program (Student's Declaration Only)	%	8%	339	12%	572	0.69
		In a Cooperative Education Program (Student & MoEST Declaration)	%	3%	117	3%	138	n/a
	Main Reason Enrolling	Job Skills	%	37%	1,523	62%	2,990	0.60
		Degree Attainment	%	28%	1,168	11%	511	2.67
		Degree Attainment and Job Skills	%	9%	359	8%	392	1.07
		Other Reason	%	26%	1,051	19%	905	1.36
	Main Reason Leaving	Completed All the Credits I Coulc	%	57%	2,355	78%	3,714	0.74
		Changed Mind about Program/Job Goal	%	4%	144	5%	223	0.75
		Transferred to/Qualified for Admissior	%	41%	1,701	5%	242	8.16
		Disappointed With Program	%	3%	126	3%	127	n/a
		Disappointed With Own Performance	%	0%	18	1%	35	n/a
		Got a Job	%	4%	147	11%	513	0.33
		Job Situation Changed	%	0%	7 [4]	1%	18	n/a
		Convenience (e.g. Transportation, Scheduling)	%	1%	54	1%	65	n/a
		Personal Circumstances	%	3%	105	5%	216	n/a
		Reasons for Leaving: Other	%	6%	258	4%	203	1.47
Overall Satis-faction		Main Reason for Enrolling Met	Scale 4-1	3.33	4,079	3.21	4,772	1.04
		Overall Satisfaction with Studies	Scale 4-1	n/a	n/a	n/a	n/a	n/a
		Total Number of Respondents			**4,123**		**4,822**	

Notes:

[1] The shading of an indicator means that the values have a statistical significance. This means that there is a high level of confidence that the two groups are different.

[2] For scale indicators, a higher value indicates a more favourable rating. For example, for Scale 3-1, a value of "2.91" is more favourable, or positive, than a value of "2.11"

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n/a Not applicable or any value smaller than 3%.

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Table 8.1: 1995, 1996 and 1997 Students Attending Further Studies from Applied Programs - Students That Tried to Transfer vs Those That Did Not Try

		INDICATOR[1,2]		VALUES				INDEX[3]
				Applied Programs, Tried Transfer		Applied Programs, Didn't Try		
				Value	N	Value	N	
Further Studies	Of Resp	Attended Further Studies at a Different Institution	%	100%	4,123	100%	4,822	1.00
		Currently Studying	%	75%	3,075	42%	2,007	1.79
Sending Institutions	Of Respondents	From Technical/Institute (Sending)	%	14%	596	29%	1,407	0.50
		From University College (Sending)	%	40%	1,652	33%	1,614	1.20
		From Urban College (Sending)	%	37%	1,521	22%	1,047	1.70
		From Rural College (Sending)	%	9%	354	16%	754	0.55
		From Another Institution (Sending)	%	0%	0	0%	0	n/a
		GPA	Average	3.05	3,744	3.03	3,321	1.01
		GPA <=2.4	%	7%	248	15%	494	0.45
		GPA >2.4, <=2.7	%	11%	410	10%	342	1.06
		GPA >2.7, <=3.1	%	50%	1,876	36%	1,187	1.40
		GPA >3.1	%	32%	1,210	39%	1,298	0.83
		Credits	Average	62.49	3,154	59.99	2,419	1.04
		Credits <=24	%	6%	189	19%	452	0.32
		Credits >24, <=36	%	14%	438	14%	342	0.98
		Credits >36, <=60	%	34%	1,074	24%	578	1.43
		Credits >60	%	46%	1,453	43%	1,047	1.06
Receiving Institutions	Of Respondents Who Attended Further Studies	Tried to Transfer	%	100%	4,123	0%	0	n/a
		To BC Technical/Institute (Receiving)	%	9%	374	22%	1,046	0.41
		To BC University College (Receiving)	%	7%	308	14%	681	0.52
		To BC Urban College (Receiving)	%	4%	183	9%	410	0.52
		To BC Rural College (Receiving)	%	1%	47	5%	243	n/a
		To BC University (Receiving)	%	54%	2,226	8%	391	6.59
		To Out or BC University (Receiving)	%	4%	178	2%	74	n/a
		To Another Institution (Receiving)	%	19%	794	40%	1,915	0.48
Continuing Education Outcomes	Of Tried Transf	Experienced Transfer Problems	%	19%	763	n/a	n/a	n/a
	Of Had Transfer Problem	All Courses Were Accepted	%	n/a	n/a	n/a	n/a	n/a
		1 or 2 Courses Were Not Accepted	%	n/a	n/a	n/a	n/a	n/a
		3 to 5 Courses Were Not Accepted	%	n/a	n/a	n/a	n/a	n/a
		6 or More Courses Were Not Accepted	%	n/a	n/a	n/a	n/a	n/a
		None of the Courses Were Transferred	%	n/a	n/a	n/a	n/a	n/a
		Some Courses Didn't Transfer	%	n/a	n/a	n/a	n/a	n/a
		Delay or Other Difficulty in Submitting Transcripts	%	n/a	n/a	n/a	n/a	n/a
		Getting an Assessment of TransferTook a Long Time to Complete	%	n/a	n/a	n/a	n/a	n/a
		Original Courses or Program Were Not Designed for Transfer	%	n/a	n/a	n/a	n/a	n/a
		Had Completed More Credits than Was Allowed to Transfer	%	n/a	n/a	n/a	n/a	n/a
		Didn't Know or Understand Transfer Requirements	%	n/a	n/a	n/a	n/a	n/a
		Received Unassigned Credit When Expected Specific Credit	%	n/a	n/a	n/a	n/a	n/a
		Had to Repeat One or More Courses that Were Already Passed	%	n/a	n/a	n/a	n/a	n/a
		Other Problems	%	n/a	n/a	n/a	n/a	n/a
		Number of Transfer Problems Experienced	Average	3.76	n/a	n/a	n/a	n/a
		Extent to Which Transfer Was a Problem	Scale 5-1	3.45	n/a	n/a	n/a	n/a
		Poor or Insufficient ADVICE from OLD Institution	%	n/a	n/a	n/a	n/a	n/a
		Slow or Inadequate SERVICE from OLD (Sending) Institution	%	n/a	n/a	n/a	n/a	n/a
		Poor or Insufficient ADVICE from NEW Institution	%	n/a	n/a	n/a	n/a	n/a
		Slow or Inadequate SERVICE from NEW (Receiving) Institution	%	n/a	n/a	n/a	n/a	n/a
		Attempted to Transfer Credential (or All Courses) as One Whole Block	%	n/a	n/a	n/a	n/a	n/a
	Of Transfer Block	Received All the Credits Expected For Block Transfer	%	n/a	n/a	n/a	n/a	n/a
	Of Continued Studies	Relation Between Past and Further Studies	Scale 4-1	3.58	4,111	2.87	4,797	1.25
		Extent to Which Prepared for Further Study	Scale 4-1	3.49	3,866	3.33	3,543	1.05
		Total Number of Respondents			4,123		4,822	

Notes:

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Table 8.1: 1995, 1996 and 1997 Students Attending Further Studies from Applied Programs - Students That Tried to Transfer vs Those That Did Not Try

		INDICATOR[1,2]		VALUES				INDEX[3]
				Applied Programs, Tried Transfer		Applied Programs, Didn't Try		
				Value	N	Value	N	
Skill Development	Satisfaction Level	Written Communication	Scale 3-1	2.41	3,686	2.44	3,829	0.99
		Oral Communication	Scale 3-1	2.40	3,654	2.47	3,910	0.97
		Teamwork	Scale 3-1	2.50	2,446	2.61	2,923	0.96
		Interpersonal Skills	Scale 3-1	2.51	3,845	2.56	4,341	0.98
		Analysis / Problem Solving	Scale 3-1	2.51	3,948	2.51	4,529	1.00
		Mathematics	Scale 3-1	2.40	2,927	2.36	3,100	1.02
		Use of Computers	Scale 3-1	2.24	2,946	2.20	3,054	1.02
		Use of Tools & Equipment	**Scale 3-1**	**2.29**	**2,289**	**2.49**	**3,368**	**0.92**
		Skills for Independent Learning	Scale 3-1	2.41	3,846	2.47	4,431	0.98
College Experience	Satisfaction Level	Quality of Teaching	Scale 3-1	2.65	4,110	2.60	4,798	1.02
		Organization of Program	Scale 3-1	2.51	4,100	2.43	4,806	1.03
		Practical Experience	**Scale 3-1**	**2.19**	**3,651**	**2.41**	**4,525**	**0.91**
		Textbooks & Learning Materials	Scale 3-1	2.43	4,085	2.44	4,771	1.00
		Library Materials	Scale 3-1	2.22	3,762	2.31	3,964	0.96
		Availability of Instructors Outside Class	**Scale 3-1**	**2.67**	**4,026**	**2.53**	**4,540**	**1.05**
		Computer Hardware and Software	Scale 3-1	2.26	3,081	2.21	3,059	1.02
		Equipment Other Than Computers	Scale 3-1	2.34	2,509	2.44	3,520	0.96
		Study Facilities on Campus	Scale 3-1	2.33	3,872	2.42	4,289	0.96
		Program and Career Counseling	Scale 3-1	2.20	3,126	2.26	3,433	0.97
		Places on Campus for Socializing	Scale 3-1	2.20	3,793	2.30	4,113	0.96
		Frequency of Activities with Other Students	Scale 4-1	3.03	4,105	2.94	4,762	1.03
		Program Work Load (5=Heavy)	Scale 5-1	3.55	4,113	3.65	4,807	0.97
Employment Outcomes	Of Resp	**In the Labour Force (Have/Looking for Job)**	**%**	**74%**	**3,068**	**89%**	**4,305**	**0.83**
		Employed	**%**	**68%**	**2,819**	**81%**	**3,891**	**0.85**
	Of Those in the Labour Force	**In a Permanent Job (Got It After Studies**	**%**	**33%**	**1,016**	**44%**	**1,897**	**0.75**
		Employed in a Non Training-Related Job	**%**	**36%**	**1,104**	**24%**	**1,014**	**1.53**
		Employed in a Training-Related Job	**%**	**56%**	**1,713**	**66%**	**2,858**	**0.84**
		Employed Full-Time (30 hrs or more weekly)	**%**	**65%**	**1,985**	**75%**	**3,240**	**0.86**
		Employed Full-Time, Training-Relatec	**%**	**44%**	**1,360**	**57%**	**2,473**	**0.77**
		Employed Full-Time, non Training-Relatec	**%**	**20%**	**625**	**18%**	**767**	**1.14**
		Employed Part-Time	**%**	**27%**	**834**	**15%**	**651**	**1.80**
		Unemployed	%	8%	249	10%	414	0.84
	Of Empl FT	Gross Monthly Salary ($)	Average	$ 2,250	1,480	$ 2,600	2,412	0.87
		Gross Monthly Salary of Train-Rel Job ($)	Average	$ 2,400	1,018	$ 2,700	1,856	0.90
		Gross Monthly Salary of Non Train-Rel Job ($)	Average	$ 1,950	462	$ 2,250	554	0.85
Relation of Studies to Empl Outcomes	Of Very/ Somewhat Rel Job	Extent to Which Work is as Expectec	Scale 3-1	2.25	1,687	2.31	2,814	0.97
		How Job Ready	Scale 4-1	3.27	1,178	3.46	2,073	0.95
	Of Employed	Usefulness of Training in Getting Job	Scale 4-1	2.99	1,752	3.25	2,687	0.92
		Usefulness of Training in Performing Job	Scale 4-1	2.82	2,797	3.13	3,857	0.90
		Total Number of Respondents			**4,123**		**4,822**	

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Table 8.2: 1996 Students Attending Further Studies from Applied Programs - Students That Tried to Transfer vs Those That Did Not Try

	INDICATOR[1,2]		VALUES				INDEX[3]
			Applied Programs, Tried Transfer		Applied Programs, Didn't Try		
			Value	N	Value	N	
Survey Year	1995 Survey	%	0%	0	0%	0	n/a
	1996 Survey	%	100%	1,247	100%	1,648	1.00
	1997 Survey	%	0%	0	0%	0	n/a
Program of Studies	In Applied Programs	%	100%	1,247	100%	1,648	n/a
	In Applied Program, 0-6 Months	%	2%	19	10%	169	n/a
	In Applied Program, 7-12 Months	%	**16%**	**195**	**40%**	**664**	**0.39**
	In Applied Program, 13-36 Months	%	**80%**	**996**	**46%**	**765**	**1.72**
	In Applied Program, Upper Divisor	%	3%	37	3%	50	n/a
	In Arts and Sciences Programs	%	0%	0	0%	0	n/a
	In Arts Program, Lower Division	%	0%	0	0%	0	n/a
	In Arts Program, Upper Division	%	0%	0	0%	0	n/a
Aggregation of CIP Coded Programs	Arts and Sciences	%	0%	0	0%	0	n/a
	Business and Management	%	**41%**	**517**	**23%**	**371**	**1.84**
	Construction, Mechanical and Transportation	%	**5%**	**61**	**22%**	**366**	**0.22**
	Education and Library Science	%	5%	65	5%	78	1.10
	Engineering, Electronics, Computer Tech and Natural Resources	%	13%	160	14%	223	0.95
	Legal, Social, Home Economics, Hospitality and Service	%	17%	217	17%	281	1.02
	Nursing and Health	%	**8%**	**103**	**13%**	**207**	**0.66**
	Visual, Fine Arts and Communications	%	10%	124	7%	122	1.34
Attributes of Survey Respondents	Female	%	49%	607	49%	797	1.00
Demographics	**Age at Time of Survey (Years)**	Average	**26.05**	**1,242**	**30.51**	**1,623**	**0.85**
	Age <21	%	**16%**	**193**	**9%**	**143**	**1.76**
	Age <23, >=21	%	**26%**	**325**	**15%**	**246**	**1.73**
	Age <25, >=23	%	**21%**	**259**	**15%**	**240**	**1.41**
	Age >=25	%	**37%**	**465**	**61%**	**994**	**0.61**
	Disabled	%	2%	29	5%	78	n/a
	Visible Minority	%	**23%**	**287**	**16%**	**261**	**1.46**
	Aboriginal Only	%	2%	25	3%	47	n/a
Prev Educ	**Previously Completed High School**	%	**96%**	**1,201**	**91%**	**1,503**	**1.06**
	Previously Completed Certificate or Diploma	%	**13%**	**160**	**22%**	**359**	**0.59**
	Previously Completed Degree (University)	%	**4%**	**56**	**9%**	**145**	**0.51**
	Previously Completed Certificate, Diploma or Degree	%	**17%**	**212**	**29%**	**475**	**0.59**
Prev Work	Had Current Job Before/During Studies	%	23%	286	23%	379	1.00
	Related Work Experience Before/During	%	**17%**	**215**	**29%**	**479**	**0.59**
Reason for Enrolling / Leaving	**Completed Requirements for Program Credential**	%	**60%**	**741**	**82%**	**1,351**	**0.73**
	In a Cooperative Education Program (Student's Declaration Only)	%	**14%**	**172**	**21%**	**350**	**0.65**
	In a Cooperative Education Program (Student & MoEST Declaration)	%	5%	66	5%	75	1.16
Main Reason Enrolling	**Job Skills**	%	**38%**	**469**	**65%**	**1,066**	**0.58**
	Degree Attainment	%	**29%**	**363**	**9%**	**147**	**3.26**
	Degree Attainment and Job Skills	%	9%	112	9%	143	1.03
	Other Reason	%	**24%**	**296**	**17%**	**280**	**1.39**
Main Reason Leaving	**Completed All the Credits I Could**	%	**56%**	**690**	**78%**	**1,288**	**0.71**
	Changed Mind about Program/Job Goal	%	2%	31	4%	70	n/a
	Transferred to/Qualified for Admission	%	**42%**	**520**	**5%**	**77**	**8.93**
	Disappointed With Program	%	4%	48	3%	49	n/a
	Disappointed With Own Performance	%	1%	9 [4]	1%	12	n/a
	Got a Job	%	**5%**	**62**	**16%**	**258**	**0.32**
	Job Situation Changed	%	0%	0	0%	0	n/a
	Convenience (e.g. Transportation, Scheduling)	%	1%	18	2%	29	n/a
	Personal Circumstances	%	4%	48	6%	94	0.68
	Reasons for Leaving, Other	%	7%	81	5%	78	1.37
Overall Satis-faction	Main Reason for Enrolling Met	Scale 4-1	3.33	1,235	3.20	1,631	1.04
	Overall Satisfaction with Studies	Scale 4-1	3.24	1,246	3.15	1,643	1.03
	Total Number of Respondents			**1,247**		**1,648**	

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Table 8.2: 1996 Students Attending Further Studies from Applied Programs - Students That Tried to Transfer vs Those That Did Not Try

		INDICATOR[1,2]		VALUES				INDEX[3]
				Applied Programs, Tried Transfer		Applied Programs, Didn't Try		
				Value	N	Value	N	
Further Studies	Of Resp	Attended Further Studies at a Different Institution	%	100%	1,247	100%	1,648	1.00
		Currently Studying	%	**85%**	1,065	**52%**	862	**1.63**
Sending Institutions	Of Respondents	**From Technical/Institute (Sending)**	%	**15%**	184	**30%**	494	**0.49**
		From University College (Sending)	%	**38%**	474	**29%**	473	**1.32**
		From Urban College (Sending)	%	**38%**	479	**23%**	386	**1.64**
		From Rural College (Sending)	%	**9%**	110	**18%**	295	**0.49**
		From Another Institution (Sending)	%	0%	0	0%	0	n/a
		GPA	Average	3.03	1,054	3.04	1,052	1.00
		GPA <=2.4	%	**7%**	69	**13%**	134	**0.51**
		GPA >2.4, <=2.7	%	15%	153	15%	160	0.95
		GPA >2.7, <=3.1	%	**43%**	455	**27%**	287	**1.58**
		GPA >3.1	%	**36%**	377	**45%**	471	**0.80**
		Credits	Average	64.14	956	63.03	838	1.02
		Credits <=24	%	**4%**	36	**16%**	131	**0.24**
		Credits >24, <=36	%	15%	146	14%	115	1.11
		Credits >36, <=60	%	**35%**	334	**26%**	218	**1.34**
		Credits >60	%	46%	440	45%	374	1.03
Receiving Institutions	Of Respondents Who Attended Further Studies	Tried to Transfer	%	100%	1,247	0%	0	n/a
		To BC Technical/Institute (Receiving)	%	**10%**	121	**20%**	328	**0.48**
		To BC University College (Receiving)	%	**7%**	87	**12%**	195	**0.58**
		To BC Urban College (Receiving)	%	**4%**	46	**8%**	137	**0.44**
		To BC Rural College (Receiving)	%	2%	22	6%	96	n/a
		To BC University (Receiving)	%	**53%**	664	**7%**	106	**8.17**
		To Out or BC University (Receiving)	%	6%	74	2%	30	n/a
		To Another Institution (Receiving)	%	**18%**	229	**45%**	729	**0.41**
Continuing Education Outcomes	Of Tried Transf	Experienced Transfer Problems	%	18%	225	n/a	n/a	n/a
	Of Had Transfer Problem	All Courses Were Accepted	%	n/a	n/a	n/a	n/a	n/a
		1 or 2 Courses Were Not Accepted	%	n/a	n/a	n/a	n/a	n/a
		3 to 5 Courses Were Not Accepted	%	n/a	n/a	n/a	n/a	n/a
		6 or More Courses Were Not Accepted	%	n/a	n/a	n/a	n/a	n/a
		None of the Courses Were Transferred	%	n/a	n/a	n/a	n/a	n/a
		Some Courses Didn't Transfer	%	n/a	n/a	n/a	n/a	n/a
		Delay or Other Difficulty in Submitting Transcripts	%	n/a	n/a	n/a	n/a	n/a
		Getting an Assessment of TransferTook a Long Time to Complete	%	n/a	n/a	n/a	n/a	n/a
		Original Courses or Program Were Not Designed for Transfer	%	n/a	n/a	n/a	n/a	n/a
		Had Completed More Credits than Was Allowed to Transfer	%	n/a	n/a	n/a	n/a	n/a
		Didn't Know or Understand Transfer Requirements	%	n/a	n/a	n/a	n/a	n/a
		Received Unassigned Credit When Expected Specific Credit	%	n/a	n/a	n/a	n/a	n/a
		Had to Repeat One or More Courses that Were Already Passed	%	n/a	n/a	n/a	n/a	n/a
		Other Problems	%	n/a	n/a	n/a	n/a	n/a
		Number of Transfer Problems Experienced	Average	n/a	n/a	n/a	n/a	n/a
		Extent to Which Transfer Was a Problem	Scale 5-1	n/a	n/a	n/a	n/a	n/a
		Poor or Insufficient ADVICE from OLD Institution	%	n/a	n/a	n/a	n/a	n/a
		Slow or Inadequate SERVICE from OLD (Sending) Institution	%	n/a	n/a	n/a	n/a	n/a
		Poor or Insufficient ADVICE from NEW Institution	%	n/a	n/a	n/a	n/a	n/a
		Slow or Inadequate SERVICE from NEW (Receiving) Institution	%	n/a	n/a	n/a	n/a	n/a
		Attempted to Transfer Credential (or All Courses) as One Whole Block	%	n/a	n/a	n/a	n/a	n/a
	Of Transfer Block	Received All the Credits Expected For Block Transfer	%	n/a	n/a	n/a	n/a	n/a
	Of Continued Studies	**Relation Between Past and Further Studies**	Scale 4-1	3.57	1,245	2.85	1,637	1.26
		Extent to Which Prepared for Further Study	Scale 4-1	3.51	1,137	3.40	1,072	1.03
		Total Number of Respondents			**1,247**		**1,648**	

Notes:

[1] The shading of an indicator means that the values have a statistical significance. This means that there is a high level of confidence that the two groups are different.

[2] For scale indicators, a higher value indicates a more favourable rating. For example, for Scale 3-1, a value of "2.91" is more favourable, or positive, than a value of "2.11"

[3] The "Index" value for each indicator is the value of one cohort group divided by the value of the other group. A value of "1.00" means that the two groups are equivalent. Indicator index values that are greater than "1.00" result when the left cohort group's value is greater than the right cohort group's value. Please note that all calculations use non-rounded cell numbers; rounding occurs only in the presentation of figures.

[4] Relatively small sample size, interpret result with caution.

n/a Not applicable or any value smaller than 3%.

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Table 8.2: 1996 Students Attending Further Studies from Applied Programs - Students That Tried to Transfer vs Those That Did Not Try

		INDICATOR[1,2]		VALUES				INDEX[3]
				Applied Programs: Tried Transfer		Applied Programs: Didn't Try		
				Value	N	Value	N	
Skill Development	Satisfaction Level	Written Communicator	Scale 3-1	2.43	1,146	2.44	1,384	1.00
		Oral Communication	Scale 3-1	2.40	1,129	2.47	1,427	0.97
		Teamwork	Scale 3-1	2.50	1,190	2.62	1,540	0.95
		Interpersonal Skills	Scale 3-1	2.45	1,158	2.52	1,477	0.97
		Analysis / Problem Solving	Scale 3-1	2.47	1,190	2.49	1,555	0.99
		Mathematics	Scale 3-1	2.34	853	2.29	1,021	1.02
		Use of Computers	Scale 3-1	2.26	903	2.19	1,060	1.03
		Use of Tools & Equipment	Scale 3-1	2.27	678	2.50	1,155	0.91
		Skills for Independent Learning	Scale 3-1	2.39	1,172	2.44	1,536	0.98
College Experience	Satisfaction Level	Quality of Teaching	Scale 3-1	2.65	1,242	2.58	1,642	1.03
		Organization of Program	Scale 3-1	2.51	1,235	2.43	1,643	1.03
		Practical Experience	Scale 3-1	2.19	1,099	2.43	1,506	0.90
		Textbooks & Learning Materials	Scale 3-1	2.44	1,230	2.41	1,627	1.01
		Library Materials	Scale 3-1	2.25	1,143	2.31	1,376	0.97
		Availability of Instructors Outside Class	Scale 3-1	2.68	1,223	2.54	1,573	1.06
		Computer Hardware and Software	Scale 3-1	2.26	954	2.20	1,060	1.03
		Equipment Other Than Computers	Scale 3-1	2.36	765	2.46	1,202	0.96
		Study Facilities on Campus	Scale 3-1	2.34	1,183	2.40	1,506	0.97
		Program and Career Counseling	Scale 3-1	2.19	946	2.25	1,209	0.97
		Places on Campus for Socializing	Scale 3-1	2.17	1,166	2.25	1,443	0.96
		Frequency of Activities with Other Students	Scale 4-1	3.00	1,247	2.94	1,646	1.02
		Program Work Load (5=Heavy)	Scale 5-1	3.58	1,244	3.69	1,644	0.97
Employment Outcomes	Of Resp	In the Labour Force (Have/Looking for Job)	%	66%	823	89%	1,464	0.74
		Employed	%	62%	779	80%	1,326	0.78
	Of Those in the Labour Force	In a Permanent Job (Got It After Studies	%	40%	329	46%	667	0.88
		Employed in a Non Training-Related Job	%	34%	282	22%	317	1.58
		Employed in a Training-Related Job	%	60%	497	69%	1,007	0.88
		Employed Full-Time (30 hrs or more weekly)	%	57%	472	74%	1,087	0.77
		Employed Full-Time, Training-Relatec	%	45%	373	59%	859	0.77
		Employed Full-Time, non Training-Relatec	%	12%	99	16%	228	0.77
		Employed Part-Time	%	37%	307	16%	239	2.28
		Unemployed	%	5%	44	9%	138	0.57
	Of Empl FT	Gross Monthly Salary ($)	Average	$ 2,350	329	$ 2,550	751	0.92
		Gross Monthly Salary of Train-Rel Job ($)	Average	$ 2,400	262	$ 2,600	601	0.92
		Gross Monthly Salary of Non Train-Rel Job ($)	Average	$ 2,000	67	$ 2,250	149	0.91
Relation of Studies to Empl Outcomes	Of Very/ Somewhat Rel Job	Extent to Which Work is as Expectec	Scale 3-1	2.25	489	2.30	984	0.98
		How Job Ready	Scale 4-1	3.35	341	3.47	740	0.97
	Of Employed	Usefulness of Training in Getting Job	Scale 4-1	3.09	491	3.30	943	0.94
		Usefulness of Training in Performing Job	Scale 4-1	2.86	773	3.16	1,319	0.91
		Total Number of Respondents			1,247		1,648	

Notes:

[1] The shading of an indicator means that the values have a statistical significance. This means that there is a high level of confidence that the two groups are different.

[2] For scale indicators, a higher value indicates a more favourable rating. For example, for Scale 3-1, a value of "2.91" is more favourable, or positive, than a value of "2.11"

[3] The "Index" value for each indicator is the value of one cohort group divided by the value of the other group. A value of "1.00" means that the two groups are equivalent. Indicator index values that are greater than "1.00" result when the left cohort group's value is greater than the right cohort group's value. Please note that all calculations use non-rounded cell numbers; rounding occurs only in the presentation of figures.

[4] Relatively small sample size, interpret result with caution.

n/a Not applicable or any value smaller than 3%.

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Table 8.3: 1995 Students Attending Further Studies from Applied Programs - Students That Tried to Transfer vs Those That Did Not Try

	INDICATOR[1,2]		VALUES				INDEX[3]
			Applied Programs: Tried Transfer		Applied Programs: Didn't Try		
			Value	N	Value	N	
Survey Year	1995 Survey	%	100%	1,337	100%	1,505	1.00
	1996 Survey	%	0%	0	0%	0	n/a
	1997 Survey	%	0%	0	0%	0	n/a
Program of Studies	In Applied Programs	%	100%	1,337	100%	1,505	n/a
	In Applied Program, 0-6 Months	%	1%	19	10%	154	n/a
	In Applied Program, 7-12 Months	%	**16%**	**218**	**41%**	**615**	**0.40**
	In Applied Program, 13-36 Months	%	**78%**	**1,040**	**46%**	**692**	**1.69**
	In Applied Program, Upper Divisior	%	4%	60	3%	44	n/a
	In Arts and Sciences Programs	%	0%	0	0%	0	n/a
	In Arts Program, Lower Division	%	0%	0	0%	0	n/a
	In Arts Program, Upper Division	%	0%	0	0%	0	n/a
Aggregation of CIP Coded Programs	Arts and Sciences	%	0%	0	0%	0	n/a
	Business and Management	%	**41%**	**543**	**23%**	**350**	**1.75**
	Construction, Mechanical and Transportation	%	**3%**	**41**	**19%**	**281**	**0.16**
	Education and Library Science	%	**10%**	**131**	**7%**	**102**	**1.45**
	Engineering, Electronics, Computer Tech and Natural Resources	%	13%	180	12%	174	1.16
	Legal, Social, Home Economics, Hospitality and Service	%	17%	221	15%	220	1.13
	Nursing and Health	%	**7%**	**89**	**18%**	**273**	**0.37**
	Visual, Fine Arts and Communications	%	**10%**	**132**	**7%**	**105**	**1.42**
Attributes of Survey Respondents	**Female**	%	**48%**	**640**	**53%**	**792**	**0.90**
	Age at Time of Survey (Years)	Average	**26.02**	**1,336**	**30.19**	**1,479**	**0.86**
Demographics	**Age <21**	%	**14%**	**185**	**7%**	**108**	**1.90**
	Age <23, >=21	%	**29%**	**387**	**18%**	**265**	**1.62**
	Age <25, >=23	%	**22%**	**291**	**15%**	**227**	**1.42**
	Age >=25	%	**35%**	**473**	**59%**	**879**	**0.60**
	Disabled	%	3%	37	5%	79	n/a
	Visible Minority	%	**24%**	**326**	**18%**	**265**	**1.38**
	Aboriginal Only	%	3%	35	3%	51	n/a
Prev Educ	**Previously Completed High School**	%	**97%**	**1,291**	**93%**	**1,393**	**1.04**
	Previously Completed Certificate or Diploma	%	**13%**	**177**	**23%**	**339**	**0.59**
	Previously Completed Degree (University)	%	**4%**	**54**	**7%**	**107**	**0.57**
	Previously Completed Certificate, Diploma or Degree	%	**17%**	**225**	**29%**	**430**	**0.59**
Prev Work	Had Current Job Before/During Studies	%	26%	347	22%	331	1.18
	Related Work Experience Before/During	%	**22%**	**289**	**29%**	**439**	**0.74**
Reason for Enrolling / Leaving	**Completed Requirements for Program Credential**	%	**56%**	**743**	**77%**	**1,152**	**0.73**
	In a Cooperative Education Program (Student's Declaration Only)	%	0%	0	0%	0	n/a
	In a Cooperative Education Program (Student & MoEST Declaration)	%	0%	0	0%	* 0	n/a
Main Reason Enrolling	**Job Skills**	%	**28%**	**380**	**56%**	**845**	**0.51**
	Degree Attainment	%	**36%**	**476**	**14%**	**210**	**2.55**
	Degree Attainment and Job Skills	%	7%	99	7%	110	1.01
	Other Reason	%	**28%**	**380**	**22%**	**337**	**1.27**
Main Reason Leaving	**Completed All the Credits I Could**	%	**54%**	**722**	**75%**	**1,127**	**0.72**
	Changed Mind about Program/Job Goal	%	3%	35	5%	75	n/a
	Transferred to/Qualified for Admission	%	**45%**	**603**	**5%**	**77**	**8.79**
	Disappointed With Program	%	2%	28	3%	39	n/a
	Disappointed With Own Performance	%	0%	2 *	1%	12	n/a
	Got a Job	%	2%	30	9%	130	n/a
	Job Situation Changed	%	0%	0	0%	0	n/a
	Convenience (e.g. Transportation, Scheduling)	%	1%	7 *	1%	18	n/a
	Personal Circumstances	%	2%	31	4%	53	n/a
	Reasons for Leaving, Other	%	6%	80	5%	76	1.18
Overall Satis-faction	**Main Reason for Enrolling Met**	Scale 4-1	3.37	1,330	3.22	1,493	1.05
	Overall Satisfaction with Studies	Scale 4-1	n/a	n/a	n/a	n/a	n/a
	Total Number of Respondents			1,337		1,505	

Notes:

[1] The shading of an indicator means that the values have a statistical significance. This means that there is a high level of confidence that the two groups are different.

[2] For scale indicators, a higher value indicates a more favourable rating. For example, for Scale 3-1, a value of "2.91" is more favourable, or positive, than a value of "2.11"

[3] The "Index" value for each indicator is the value of one cohort group divided by the value of the other group. A value of "1.00" means that the two groups are equivalent. Indicator index values that are greater than "1.00" result when the left cohort group's value is greater than the right cohort group's value. Please note that all calculations use non-rounded cell numbers; rounding occurs only in the presentation of figures.

* Relatively small sample size, interpret result with caution.

n/a Not applicable or any value smaller than 3%.

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Table 8.3: 1995 Students Attending Further Studies from Applied Programs - Students That Tried to Transfer vs Those That Did Not Try

		INDICATOR[1,2]		VALUES				INDEX[3]
				Applied Programs: Tried Transfer		Applied Programs: Didn't Try		
				Value	N	Value	N	
Further Studies	Of Resp	Attended Further Studies at a Different Institution	%	100%	1,337	100%	1,505	1.00
		Currently Studying	**%**	**54%**	**721**	**17%**	**256**	**3.17**
Sending Institutions	Of Respondents	**From Technical/Institute (Sending)**	**%**	**14%**	**181**	**25%**	**381**	**0.53**
		From University College (Sending)	%	43%	572	39%	586	1.10
		From Urban College (Sending)	**%**	**34%**	**459**	**21%**	**314**	**1.65**
		From Rural College (Sending)	**%**	**9%**	**125**	**15%**	**224**	**0.63**
		From Another Institution (Sending)	%	0%	0	0%	0	n/a
		GPA	Average	3.08	1,253	3.00	1,064	1.03
		GPA <=2.4	**%**	**8%**	**100**	**20%**	**208**	**0.41**
		GPA >2.4, <=2.7	%	0%	0	0%	0	n/a
		GPA >2.7, <=3.1	**%**	**75%**	**937**	**58%**	**617**	**1.29**
		GPA >3.1	**%**	**17%**	**216**	**22%**	**239**	**0.77**
		Credits	Average	57.59	1,044	54.76	791	1.05
		Credits <=24	**%**	**10%**	**109**	**24%**	**193**	**0.43**
		Credits >24, <=36	%	15%	155	14%	114	1.03
		Credits >36, <=60	**%**	**34%**	**350**	**21%**	**170**	**1.56**
		Credits >60	%	41%	430	40%	314	1.04
Receiving Institutions	Of Respondents Who Attended Further Studies	Tried to Transfer	%	100%	1,337	0%	0	n/a
		To BC Technical/Institute (Receiving)	**%**	**10%**	**139**	**26%**	**390**	**0.40**
		To BC University College (Receiving)	**%**	**7%**	**96**	**16%**	**243**	**0.44**
		To BC Urban College (Receiving)	**%**	**6%**	**75**	**9%**	**132**	**0.64**
		To BC Rural College (Receiving)	%	1%	10	5%	72	n/a
		To BC University (Receiving)	**%**	**54%**	**720**	**9%**	**132**	**6.13**
		To Out or BC University (Receiving)	%	2%	22	0%	2[4]	n/a
		To Another Institution (Receiving)	**%**	**21%**	**274**	**35%**	**531**	**0.58**
Continuing Education Outcomes	Of Tried Transf	Experienced Transfer Problems	%	19%	258	n/a	n/a	n/a
	Of Had Transfer Problem	All Courses Were Accepted	%	n/a	n/a	n/a	n/a	n/a
		1 or 2 Courses Were Not Accepted	%	n/a	n/a	n/a	n/a	n/a
		3 to 5 Courses Were Not Accepted	%	n/a	n/a	n/a	n/a	n/a
		6 or More Courses Were Not Accepted	%	n/a	n/a	n/a	n/a	n/a
		None of the Courses Were Transferred	%	n/a	n/a	n/a	n/a	n/a
		Some Courses Didn't Transfer	%	n/a	n/a	n/a	n/a	n/a
		Delay or Other Difficulty in Submitting Transcripts	%	n/a	n/a	n/a	n/a	n/a
		Getting an Assessment of TransferTook a Long Time to Complete	%	n/a	n/a	n/a	n/a	n/a
		Original Courses or Program Were Not Designed for Transfer	%	n/a	n/a	n/a	n/a	n/a
		Had Completed More Credits than Was Allowed to Transfer	%	n/a	n/a	n/a	n/a	n/a
		Didn't Know or Understand Transfer Requirements	%	n/a	n/a	n/a	n/a	n/a
		Received Unassigned Credit When Expected Specific Credit	%	n/a	n/a	n/a	n/a	n/a
		Had to Repeat One or More Courses that Were Already Passed	%	n/a	n/a	n/a	n/a	n/a
		Other Problems	%	n/a	n/a	n/a	n/a	n/a
		Number of Transfer Problems Experienced	Average	n/a	n/a	n/a	n/a	n/a
		Extent to Which Transfer Was a Problem	Scale 5-1	n/a	n/a	n/a	n/a	n/a
		Poor or Insufficient ADVICE from OLD Institution	%	n/a	n/a	n/a	n/a	n/a
		Slow or Inadequate SERVICE from OLD (Sending) Institution	%	n/a	n/a	n/a	n/a	n/a
		Poor or Insufficient ADVICE from NEW Institution	%	n/a	n/a	n/a	n/a	n/a
		Slow or Inadequate SERVICE from NEW (Receiving) Institution	%	n/a	n/a	n/a	n/a	n/a
		Attempted to Transfer Credential (or All Courses) as One Whole Block	%	n/a	n/a	n/a	n/a	n/a
	Of Transfer Block	Received All the Credits Expected For Block Transfer	%	n/a	n/a	n/a	n/a	n/a
	Of Continued Studies	**Relation Between Past and Further Studies**	**Scale 4-1**	**3.57**	**1,336**	**2.88**	**1,502**	**1.24**
		Extent to Which Prepared for Further Study	Scale 4-1	3.52	1,225	3.44	989	1.02
		Total Number of Respondents			**1,337**		**1,505**	

Notes:

[1] The shading of an indicator means that the values have a statistical significance. This means that there is a high level of confidence that the two groups are different.

[2] For scale indicators, a higher value indicates a more favourable rating. For example, for Scale 3-1, a value of "2.91" is more favourable, or positive, than a value of "2.11"

[3] The "Index" value for each indicator is the value of one cohort group divided by the value of the other group. A value of "1.00" means that the two groups are equivalent. Indicator index values that are greater than "1.00" result when the left cohort group's value is greater than the right cohort group's value. Please note that all calculations use non-rounded cell numbers; rounding occurs only in the presentation of figures.

[4] Relatively small sample size, interpret result with caution.

n/a Not applicable or any value smaller than 3%.

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Table 8.3: 1995 Students Attending Further Studies from Applied Programs - Students That Tried to Transfer vs Those That Did Not Try

		INDICATOR[1,2]		VALUES: Applied Programs, Tried Transfer		VALUES: Applied Programs, Didn't Try		INDEX[3]
				Value	N	Value	N	
Skill Development	Satisfaction Level	Written Communication	Scale 3-1	2.38	1,214	2.42	1,241	0.98
		Oral Communication	Scale 3-1	2.39	1,226	2.44	1,284	0.98
		Teamwork	Scale 3-1	2.50	1,256	2.59	1,383	0.97
		Interpersonal Skills	Scale 3-1	2.45	1,241	2.51	1,345	0.98
		Analysis / Problem Solving	Scale 3-1	2.47	1,261	2.47	1,391	1.00
		Mathematics	Scale 3-1	2.39	907	2.31	900	1.04
		Use of Computers	Scale 3-1	2.26	915	2.18	898	1.03
		Use of Tools & Equipment	Scale 3-1	2.30	663	2.46	992	0.94
		Skills for Independent Learning	Scale 3-1	2.39	1,238	2.46	1,381	0.97
College Experience	Satisfaction Level	Quality of Teaching	Scale 3-1	2.69	1,335	2.61	1,494	1.03
		Organization of Program	Scale 3-1	2.54	1,330	2.41	1,497	1.06
		Practical Experience	Scale 3-1	2.19	1,184	2.39	1,393	0.92
		Textbooks & Learning Materials	Scale 3-1	2.44	1,324	2.46	1,487	0.99
		Library Materials	Scale 3-1	2.19	1,220	2.32	1,235	0.94
		Availability of Instructors Outside Class	Scale 3-1	2.69	1,312	2.53	1,407	1.07
		Computer Hardware and Software	Scale 3-1	2.27	948	2.21	878	1.03
		Equipment Other Than Computers	Scale 3-1	2.34	729	2.41	1,067	0.97
		Study Facilities on Campus	Scale 3-1	2.30	1,269	2.41	1,354	0.96
		Program and Career Counseling	Scale 3-1	2.17	994	2.25	1,063	0.97
		Places on Campus for Socializing	Scale 3-1	2.18	1,228	2.29	1,271	0.95
		Frequency of Activities with Other Students	Scale 4-1	2.99	1,335	2.88	1,504	1.04
		Program Work Load (5=Heavy)	Scale 5-1	3.49	1,333	3.63	1,499	0.96
Employment Outcomes	Of Resp	In the Labour Force (Have/Looking for Job)	%	80%	1,074	89%	1,344	0.90
		Employed	%	72%	962	79%	1,196	0.91
	Of Those in the Labour Force	In a Permanent Job (Got It After Studies)	%	28%	299	42%	561	0.67
		Employed in a Non Training-Related Job	%	40%	427	24%	328	1.63
		Employed in a Training-Related Job	%	50%	533	64%	857	0.78
		Employed Full-Time (30 hrs or more weekly)	%	66%	707	74%	988	0.90
		Employed Full-Time, Training-Related	%	40%	432	55%	736	0.73
		Employed Full-Time, non Training-Related	%	26%	275	19%	252	1.37
		Employed Part-Time	%	24%	255	15%	208	1.53
		Unemployed	%	10%	112	11%	148	0.95
	Of Empl FT	Gross Monthly Salary ($)	Average	$ 2,200	577	$ 2,500	818	0.88
		Gross Monthly Salary of Train-Rel Job ($)	Average	$ 2,350	356	$ 2,600	608	0.89
		Gross Monthly Salary of Non Train-Rel Job ($)	Average	$ 2,000	221	$ 2,250	210	0.90
Relation of Studies to Empl Outcomes	Of Very/ Somewhat Rel Job	Extent to Which Work is as Expected	Scale 3-1	2.22	527	2.29	852	0.97
		How Job Ready	Scale 4-1	3.23	387	3.48	633	0.93
	Of Employed	Usefulness of Training in Getting Job	Scale 4-1	2.89	612	3.16	850	0.91
		Usefulness of Training in Performing Job	Scale 4-1	2.73	953	3.08	1,183	0.88
		Total Number of Respondents			1,337		1,505	

Notes:

[1] The shading of an indicator means that the values have a statistical significance. This means that there is a high level of confidence that the two groups are different.

[2] For scale indicators, a higher value indicates a more favourable rating. For example, for Scale 3-1, a value of "2.91" is more favourable, or positive, than a value of "2.11"

[3] The "Index" value for each indicator is the value of one cohort group divided by the value of the other group. A value of "1.00" means that the two groups are equivalent. Indicator index values that are greater than "1.00" result when the left cohort group's value is greater than the right cohort group's value. Please note that all calculations use non-rounded cell numbers; rounding occurs only in the presentation of figures.

[4] Relatively small sample size, interpret result with caution.

n/a Not applicable or any value smaller than 3%.

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Table 9.1: 1995, 1996 and 1997 Students Attending Further Studies from Arts and Sciences Programs - Students That Tried to Transfer vs Those That Did Not Try

		INDICATOR[1,2]		VALUES				INDEX[3]
				Arts&Sci Programs, Tried Transfer		Arts&Sci Programs, Didn't Try		
				Value	N	Value	N	
Survey Year		1995 Survey	%	36%	3,348	34%	605	1.08
		1996 Survey	%	33%	3,030	33%	588	1.01
		1997 Survey	%	31%	2,842	34%	612	0.91
Program of Studies	Aggregation of CIP Coded Programs	In Applied Programs	%	0%	0	0%	0	n/a
		In Applied Program, 0-6 Months	%	0%	0	0%	0	n/a
		In Applied Program, 7-12 Months	%	0%	0	0%	0	n/a
		In Applied Program, 13-36 Months	%	0%	0	0%	0	n/a
		In Applied Program, Upper Divisior	%	0%	0	0%	0	n/a
		In Arts and Sciences Programs	%	100%	9,220	100%	1,805	n/a
		In Arts Program, Lower Division	%	98%	9,005	92%	1,659	1.06
		In Arts Program, Upper Division	%	2%	215	8%	146	n/a
		Arts and Sciences	%	100%	9,220	100%	1,805	1.00
		Business and Management	%	0%	0	0%	0	n/a
		Construction, Mechanical and Transportation	%	0%	0	0%	0	n/a
		Education and Library Science	%	0%	0	0%	0	n/a
		Engineering, Electronics, Computer Tech and Natural Resources	%	0%	0	0%	0	n/a
		Legal, Social, Home Economics, Hospitality and Service	%	0%	0	0%	0	n/a
		Nursing and Health	%	0%	0	0%	0	n/a
		Visual, Fine Arts and Communications	%	0%	0	0%	0	n/a
Attributes of Survey Respondents	Demographics	Female	%	58%	5,312	62%	1,123	0.93
		Age at Time of Survey (Years)	Average	24.21	9,208	25.85	1,797	0.94
		Age <21	%	22%	2,048	15%	275	1.45
		Age <23, >=21	%	37%	3,377	31%	552	1.19
		Age <25, >=23	%	17%	1,609	19%	349	0.90
		Age >=25	%	24%	2,174	35%	621	0.68
		Disabled	%	3%	193	4%	44	0.82
		Visible Minority	%	16%	1,443	15%	264	1.07
		Aboriginal Only	%	2%	206	4%	63	n/a
	Prev Educ	Previously Completed High School	%	96%	8,857	96%	1,729	1.00
		Previously Completed Certificate or Diploma	%	6%	517	8%	142	0.71
		Previously Completed Degree (University)	%	1%	69	2%	29	n/a
		Previously Completed Certificate, Diploma or Degree	%	6%	578	9%	167	0.68
	Prev Work	Had Current Job Before/During Studies	%	27%	2,511	24%	427	1.15
		Related Work Experience Before/During	%	15%	1,384	18%	321	0.84
		Completed Requirements for Program Credential	%	21%	1,909	25%	443	0.84
		In a Cooperative Education Program (Student's Declaration Only)	%	1%	110	2%	43	n/a
		In a Cooperative Education Program (Student & MoEST Declaration)	%	0%	10	0%	2 [4]	n/a
Reason for Enrolling / Leaving	Main Reason Enrolling	Job Skills	%	14%	1,298	30%	534	0.48
		Degree Attainment	%	50%	4,560	37%	655	1.36
		Degree Attainment and Job Skills	%	6%	513	7%	129	0.78
		Other Reason	%	30%	2,751	26%	465	1.16
	Main Reason Leaving	Completed All the Credits I Could	%	26%	2,431	22%	398	1.19
		Changed Mind about Program/Job Goal	%	4%	334	20%	354	0.18
		Transferred to/Qualified for Admission	%	71%	6,561	26%	464	2.74
		Disappointed With Program	%	4%	355	8%	149	0.46
		Disappointed With Own Performance	%	0%	32	3%	46	n/a
		Got a Job	%	1%	77	10%	172	n/a
		Job Situation Changed	%	0%	1 [4]	2%	14	n/a
		Convenience (e.g. Transportation, Scheduling)	%	2%	165	3%	62	n/a
		Personal Circumstances	%	3%	300	13%	225	0.26
		Reasons for Leaving: Other	%	10%	878	14%	246	0.69
Overall Satis-faction		Main Reason for Enrolling Met	Scale 4-1	3.37	9,107	2.85	1,780	1.18
		Overall Satisfaction with Studies	Scale 4-1	n/a	n/a	n/a	n/a	n/a
		Total Number of Respondents			9,220		1,805	

Notes

[1] The shading of an indicator means that the values have a statistical significance. This means that there is a high level of confidence that the two groups are different.

[2] For scale indicators, a higher value indicates a more favourable rating. For example, for Scale 3-1, a value of "2.91" is more favourable, or positive, than a value of "2.11"

[3] The "Index" value for each indicator is the value of one cohort group divided by the value of the other group. A value of "1.00" means that the two groups are equivalent. Indicator index values that are greater than "1.00" result when the left cohort group's value is greater than the right cohort group's value. Please note that all calculations use non-rounded cell numbers, rounding occurs only in the presentation of figures.

[4] Relatively small sample size, interpret result with caution.

n/a Not applicable or any value smaller than 3%.

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Table 9.1: 1995, 1996 and 1997 Students Attending Further Studies from Arts and Sciences Programs - Students That Tried to Transfer vs Those That Did Not Try

		INDICATOR[1,2]		VALUES				INDEX[3]
				Arts&Sci Programs, Tried Transfer		Arts&Sci Programs, Didn't Try		
				Value	N	Value	N	
Further Studies	Of Resp	Attended Further Studies at a Different Institution	%	100%	9,220	100%	1,805	1.00
		Currently Studying	%	**83%**	7,636	**63%**	1,130	1.32
Sending Institutions	Of Respondents	From Technical/Institute (Sending)	%	0%	8[4]	0%	7[4]	n/a
		From University College (Sending)	%	**37%**	3,439	**53%**	949	0.71
		From Urban College (Sending)	%	**50%**	4,626	**38%**	677	1.34
		From Rural College (Sending)	%	**12%**	1,147	**10%**	172	1.31
		From Another Institution (Sending)	%	0%	0	0%	0	n/a
		GPA	Average	**2.94**	9,202	**2.59**	1,777	1.13
		GPA <=2.4	%	**10%**	875	**35%**	630	0.27
		GPA >2.4, <=2.7	%	16%	1,453	16%	286	0.98
		GPA >2.7, <=3.1	%	**53%**	4,877	**32%**	577	1.63
		GPA >3.1	%	**22%**	1,997	**16%**	284	1.36
		Credits	Average	50.01	8,524	50.89	1,670	0.98
		Credits <=24	%	**5%**	386	**9%**	157	0.48
		Credits >24, <=36	%	**28%**	2,379	**32%**	527	0.88
		Credits >36, <=60	%	**45%**	3,811	**36%**	602	1.24
		Credits >60	%	23%	1,948	23%	384	0.99
Receiving Institutions	Of Respondents Who Attended Further Studies	Tried to Transfer	%	100%	9,220	0%	0	n/a
		To BC Technical/Institute (Receiving)	%	**3%**	295	**25%**	454	0.13
		To BC University College (Receiving)	%	**5%**	437	**17%**	301	0.28
		To BC Urban College (Receiving)	%	**3%**	285	**9%**	155	0.36
		To BC Rural College (Receiving)	%	1%	51	3%	57	n/a
		To BC University (Receiving)	%	**79%**	7,302	**11%**	202	7.04
		To Out or BC University (Receiving)	%	4%	374	2%	40	n/a
		To Another Institution (Receiving)	%	**5%**	467	**33%**	586	0.16
Continuing Education Outcomes	Of Tried Transf	Experienced Transfer Problems	%	16%	1,449	n/a	n/a	n/a
	Of Had Transfer Problem	All Courses Were Accepted	%	n/a	n/a	n/a	n/a	n/a
		1 or 2 Courses Were Not Accepted	%	n/a	n/a	n/a	n/a	n/a
		3 to 5 Courses Were Not Accepted	%	n/a	n/a	n/a	n/a	n/a
		6 or More Courses Were Not Accepted	%	n/a	n/a	n/a	n/a	n/a
		None of the Courses Were Transferred	%	n/a	n/a	n/a	n/a	n/a
		Some Courses Didn't Transfer	%	n/a	n/a	n/a	n/a	n/a
		Delay or Other Difficulty in Submitting Transcripts	%	n/a	n/a	n/a	n/a	n/a
		Getting an Assessment of TransferTook a Long Time to Complete	%	n/a	n/a	n/a	n/a	n/a
		Original Courses or Program Were Not Designed for Transfer	%	n/a	n/a	n/a	n/a	n/a
		Had Completed More Credits than Was Allowed to Transfer	%	n/a	n/a	n/a	n/a	n/a
		Didn't Know or Understand Transfer Requirements	%	n/a	n/a	n/a	n/a	n/a
		Received Unassigned Credit When Expected Specific Credit	%	n/a	n/a	n/a	n/a	n/a
		Had to Repeat One or More Courses that Were Already Passed	%	n/a	n/a	n/a	n/a	n/a
		Other Problems	%	n/a	n/a	n/a	n/a	n/a
		Number of Transfer Problems Experienced	Average	3.25	n/a	n/a	n/a	n/a
		Extent to Which Transfer Was a Problem	Scale 5-1	3.25	n/a	n/a	n/a	n/a
	Of Transfer Block	Poor or Insufficient ADVICE from OLD Institution	%	n/a	n/a	n/a	n/a	n/a
		Slow or Inadequate SERVICE from OLD (Sending) Institution	%	n/a	n/a	n/a	n/a	n/a
		Poor or Insufficient ADVICE from NEW Institution	%	n/a	n/a	n/a	n/a	n/a
		Slow or Inadequate SERVICE from NEW (Receiving) Institution	%	n/a	n/a	n/a	n/a	n/a
		Attempted to Transfer Credential (or All Courses) as One Whole Block	%	n/a	n/a	n/a	n/a	n/a
		Received All the Credits Expected For Block Transfer	%	n/a	n/a	n/a	n/a	n/a
	Of Continued Studies	**Relation Between Past and Further Studies**	Scale 4-1	**3.38**	9,192	**2.41**	1,801	1.40
		Extent to Which Prepared for Further Study	Scale 4-1	**3.48**	8,477	**3.23**	1,132	1.08
		Total Number of Respondents			9,220		1,805	

Notes:

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[4] Relatively small sample size, interpret result with caution.

n/a Not applicable or any value smaller than 3%.

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Table 9.1: 1995, 1996 and 1997 Students Attending Further Studies from Arts and Sciences Programs - Students That Tried to Transfer vs Those That Did Not Try

		INDICATOR[1,2]		VALUES				INDEX[3]
				Arts&Sci Programs, Tried Transfer		Arts&Sci Programs, Didn't Try		
				Value	N	Value	N	
Skill Development	Satisfaction Level	Written Communication	Scale 3-1	2.47	8,708	2.49	1,659	0.99
		Oral Communication	Scale 3-1	2.31	8,066	2.32	1,569	0.99
		Teamwork	Scale 3-1	2.30	5,680	2.27	1,074	1.02
		Interpersonal Skills	Scale 3-1	2.40	8,261	2.34	1,628	1.03
		Analysis / Problem Solving	Scale 3-1	2.43	8,511	2.42	1,668	1.00
		Mathematics	Scale 3-1	2.40	5,409	2.30	1,053	1.04
		Use of Computers	Scale 3-1	2.06	4,588	2.07	923	1.00
		Use of Tools & Equipment	Scale 3-1	2.18	3,731	2.17	755	1.00
		Skills for Independent Learning	Scale 3-1	2.40	8,619	2.37	1,670	1.01
College Experience	Satisfaction Level	Quality of Teaching	Scale 3-1	2.73	9,182	2.62	1,798	1.04
		Organization of Program	Scale 3-1	2.59	9,048	2.50	1,763	1.04
		Practical Experience	Scale 3-1	2.08	7,075	2.03	1,414	1.02
		Textbooks & Learning Materials	Scale 3-1	2.48	9,175	2.42	1,796	1.02
		Library Materials	**Scale 3-1**	**2.16**	**8,904**	**2.32**	**1,724**	**0.93**
		Availability of Instructors Outside Class	**Scale 3-1**	**2.75**	**9,016**	**2.81**	**1,749**	**1.05**
		Computer Hardware and Software	Scale 3-1	2.20	5,394	2.23	1,049	0.99
		Equipment Other Than Computers	Scale 3-1	2.26	4,807	2.29	999	0.99
		Study Facilities on Campus	Scale 3-1	2.29	8,869	2.36	1,733	0.97
		Program and Career Counseling	Scale 3-1	2.18	7,120	2.19	1,381	0.99
		Places on Campus for Socializing	Scale 3-1	2.20	8,711	2.28	1,667	0.96
		Frequency of Activities with Other Students	Scale 4-1	2.92	9,187	2.86	1,794	1.02
		Program Work Load (5=Heavy)	**Scale 5-1**	**3.20**	**9,174**	**3.37**	**1,795**	**0.95**
Employment Outcomes	Of Resp	**In the Labour Force (Have/Looking for Job)**	**%**	**86%**	**6,059**	**72%**	**1,306**	**0.91**
		Employed	**%**	**58%**	**5,366**	**64%**	**1,163**	**0.90**
	Of Those in the Labour Force	**In a Permanent Job (Got It After Studies**	**%**	**19%**	**1,128**	**31%**	**406**	**0.60**
		Employed in a Non Training-Related Job	**%**	**70%**	**4,237**	**63%**	**820**	**1.11**
		Employed in a Training-Related Job	**%**	**18%**	**1,106**	**26%**	**340**	**0.70**
		Employed Full-Time (30 hrs or more weekly)	**%**	**49%**	**2,981**	**66%**	**861**	**0.75**
		Employed Full-Time, Training-Relatec	**%**	**13%**	**769**	**21%**	**271**	**0.61**
		Employed Full-Time, non Training-Relatec	**%**	**37%**	**2,212**	**45%**	**590**	**0.81**
		Employed Part-Time	**%**	**39%**	**2,385**	**23%**	**302**	**1.70**
		Unemployed	%	11%	693	11%	143	1.04
	Of Empl FT	Gross Monthly Salary ($)	Average	$ 1,900	2,104	$ 2,100	586	0.90
		Gross Monthly Salary of Train-Rel Job ($)	Average	$ 2,200	559	$ 2,450	191	0.90
		Gross Monthly Salary of Non Train-Rel Job ($)	Average	$ 1,800	1,544	$ 1,950	394	0.92
Relation of Studies to Empl Outcomes	Of Very/ Somewhat Rel Job	Extent to Which Work is as Expectec	Scale 3-1	2.12	1,051	2.15	325	0.99
		How Job Ready	Scale 4-1	3.00	724	3.00	234	1.00
	Of Employed	**Usefulness of Training in Getting Job**	**Scale 4-1**	**2.06**	**2,819**	**2.25**	**728**	**0.92**
		Usefulness of Training in Performing Job	**Scale 4-1**	**2.06**	**5,304**	**2.29**	**1,151**	**0.90**
		Total Number of Respondents			**9,220**		**1,805**	

Notes:

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[2] For scale indicators, a higher value indicates a more favourable rating. For example, for Scale 3-1, a value of "2.91" is more favourable, or positive, than a value of "2.11"

[3] The "Index" value for each indicator is the value of one cohort group divided by the value of the other group. A value of "1.00" means that the two groups are equivalent. Indicator index values that are greater than "1.00" result when the left cohort group's value is greater than the right cohort group's value. Please note that all calculations use non-rounded cell numbers; rounding occurs only in the presentation of figures.

[4] Relatively small sample size, interpret result with caution.

n/a Not applicable or any value smaller than 3%.

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Table 9.2: 1996 Students Attending Further Studies from Arts and Sciences Programs - Students That Tried to Transfer vs Those That Did Not Try

		INDICATOR[1,2]		VALUES				INDEX[3]
				Arts&Sci Programs, Tried Transfer		Arts&Sci Programs, Didn't Try		
				Value	N	Value	N	
Survey Year		1995 Survey	%	0%	0	0%	0	n/a
		1996 Survey	%	100%	3,030	100%	588	1.00
		1997 Survey	%	0%	0	0%	0	n/a
Program of Studies		In Applied Programs	%	0%	0	0%	0	n/a
		In Applied Program, 0-6 Months	%	0%	0	0%	0	n/a
		In Applied Program, 7-12 Months	%	0%	0	0%	0	n/a
		In Applied Program, 13-36 Months	%	0%	0	0%	0	n/a
		In Applied Program, Upper Division	%	0%	0	0%	0	n/a
		In Arts and Sciences Programs	%	100%	3,030	100%	588	n/a
		In Arts Program, Lower Division	**%**	**97%**	**2,936**	**91%**	**534**	**1.07**
		In Arts Program, Upper Division	**%**	**3%**	**94**	**9%**	**54**	**0.34**
	Aggregation of CIP Coded Programs	Arts and Sciences	%	100%	3,030	100%	588	1.00
		Business and Management	%	0%	0	0%	0	n/a
		Construction, Mechanical and Transportation	%	0%	0	0%	0	n/a
		Education and Library Science	%	0%	0	0%	0	n/a
		Engineering, Electronics, Computer Tech and Natural Resources	%	0%	0	0%	0	n/a
		Legal, Social, Home Economics, Hospitality and Service	%	0%	0	0%	0	n/a
		Nursing and Health	%	0%	0	0%	0	n/a
		Visual, Fine Arts and Communications	%	0%	0	0%	0	n/a
Attributes of Survey Respondents	Demographics	Female	%	57%	1,732	60%	352	0.95
		Age at Time of Survey (Years)	**Average**	**24.08**	**3,024**	**25.92**	**581**	**0.93**
		Age <21	**%**	**23%**	**703**	**15%**	**90**	**1.50**
		Age <23, >=21	**%**	**37%**	**1,110**	**28%**	**165**	**1.29**
		Age <25, >=23	%	17%	502	19%	110	0.88
		Age >=25	**%**	**23%**	**709**	**37%**	**216**	**0.63**
		Disabled	%	3%	91	3%	16	n/a
		Visible Minority	%	21%	624	19%	110	1.10
		Aboriginal Only	%	2%	72	3%	17	n/a
	Prev Educ	Previously Completed High School	%	96%	2,906	95%	557	1.01
		Previously Completed Certificate or Diploma	%	5%	162	7%	43	0.73
		Previously Completed Degree (University)	%	1%	24	2%	11	n/a
		Previously Completed Certificate, Diploma or Degree	**%**	**6%**	**184**	**9%**	**53**	**0.67**
	Prev Work	Had Current Job Before/During Studies	%	25%	750	23%	138	1.05
		Related Work Experience Before/During	**%**	**11%**	**335**	**16%**	**92**	**0.71**
		Completed Requirements for Program Credential	%	20%	601	25%	143	0.82
		In a Cooperative Education Program (Student's Declaration Only)	%	2%	48	4%	24	n/a
		In a Cooperative Education Program (Student & MoEST Declaration)	%	0%	4 [4]	0%	1 [4]	n/a
Reason for Enrolling / Leaving	Main Reason Enrolling	**Job Skills**	**%**	**16%**	**489**	**38%**	**220**	**0.43**
		Degree Attainment	**%**	**48%**	**1,435**	**32%**	**184**	**1.52**
		Degree Attainment and Job Skills	%	6%	185	8%	44	0.82
		Other Reason	**%**	**29%**	**881**	**23%**	**134**	**1.28**
	Main Reason Leaving	Completed All the Credits I Could	%	24%	723	22%	126	1.10
		Changed Mind about Program/Job Goal	**%**	**4%**	**114**	**20%**	**115**	**0.19**
		Transferred to/Qualified for Admission	**%**	**69%**	**2,085**	**24%**	**141**	**2.83**
		Disappointed With Program	**%**	**5%**	**166**	**9%**	**54**	**0.59**
		Disappointed With Own Performance	%	0%	8 [4]	2%	13	n/a
		Got a Job	%	1%	36	11%	65	n/a
		Job Situation Changed	%	0%	0	0%	0	n/a
		Convenience (e.g. Transportation, Scheduling)	%	2%	58	4%	24	n/a
		Personal Circumstances	**%**	**5%**	**150**	**17%**	**98**	**0.30**
		Reasons for Leaving, Other	%	12%	362	15%	86	0.81
Overall Satisfaction		Main Reason for Enrolling Met	Scale 4-1	3.34	2,988	2.82	583	1.18
		Overall Satisfaction with Studies	Scale 4-1	3.28	3,027	3.01	587	1.09
		Total Number of Respondents			**3,030**		**588**	

Notes:

[1] The shading of an indicator means that the values have a statistical significance. This means that there is a high level of confidence that the two groups are different.

[2] For scale indicators, a higher value indicates a more favourable rating. For example, for Scale 3-1, a value of "2.91" is more favourable, or positive, than a value of "2.11"

[3] The "Index" value for each indicator is the value of one cohort group divided by the value of the other group. A value of "1.00" means that the two groups are equivalent. Indicator index values that are greater than "1.00" result when the left cohort group's value is greater than the right cohort group's value. Please note that all calculations use non-rounded cell numbers; rounding occurs only in the presentation of figures.

[4] Relatively small sample size, interpret result with caution.

n/a Not applicable or any value smaller than 3%.

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Table 9.2: 1996 Students Attending Further Studies from Arts and Sciences Programs - Students That Tried to Transfer vs Those That Did Not Try

		INDICATOR[1,2]		VALUES				INDEX[3]
				Arts&Sci Programs. Tried Transfer		Arts&Sci Programs. Didn't Try		
				Value	N	Value	N	
Further Studies	Of Resp	Attended Further Studies at a Different Institution	%	100%	3,030	100%	588	1.00
		Currently Studying	**%**	**92%**	**2,797**	**72%**	**421**	**1.29**
Sending Institutions	Of Respondents	From Technical/Institute (Sending)	%	0%	3 [4]	1%	3 [4]	n/a
		From University College (Sending)	**%**	**36%**	**1,094**	**49%**	**291**	**0.73**
		From Urban College (Sending)	**%**	**52%**	**1,561**	**38%**	**224**	**1.35**
		From Rural College (Sending)	%	12%	372	12%	70	1.03
		From Another Institution (Sending)	%	0%	0	0%	0	n/a
		GPA	**Average**	**2.91**	**3,022**	**2.59**	**581**	**1.12**
		GPA <=2.4	**%**	**10%**	**288**	**34%**	**197**	**0.28**
		GPA >2.4, <=2.7	%	24%	716	23%	136	1.01
		GPA >2.7, <=3.1	**%**	**39%**	**1,185**	**23%**	**134**	**1.70**
		GPA >3.1	**%**	**28%**	**833**	**20%**	**114**	**1.40**
		Credits	Average	50.95	3,027	53.21	585	0.96
		Credits <=24	**%**	**5%**	**152**	**10%**	**60**	**0.49**
		Credits >24, <=36	%	28%	848	31%	182	0.90
		Credits >36, <=60	**%**	**44%**	**1,319**	**34%**	**200**	**1.27**
		Credits >60	%	23%	708	24%	143	0.96
Receiving Institutions	Of Respondents Who Attended Further Studies	Tried to Transfer	%	100%	3,030	0%	0	n/a
		To BC Technical/Institute (Receiving)	%	3%	85	25%	146	n/a
		To BC University College (Receiving)	**%**	**5%**	**153**	**14%**	**81**	**0.36**
		To BC Urban College (Receiving)	**%**	**3%**	**92**	**8%**	**44**	**0.40**
		To BC Rural College (Receiving)	%	1%	16	4%	23	n/a
		To BC University (Receiving)	**%**	**80%**	**2,419**	**11%**	**67**	**6.96**
		To Out or BC University (Receiving)	%	6%	172	4%	21	1.58
		To Another Institution (Receiving)	%	3% [4]	89	34%	201	n/a
Continuing Education Outcomes	Of Tried Transf	Experienced Transfer Problems	%	15%	465	n/a	n/a	n/a
	Of Had Transfer Problem	All Courses Were Accepted	%	n/a	n/a	n/a	n/a	n/a
		1 or 2 Courses Were Not Accepted	%	n/a	n/a	n/a	n/a	n/a
		3 to 5 Courses Were Not Accepted	%	n/a	n/a	n/a	n/a	n/a
		6 or More Courses Were Not Accepted	%	n/a	n/a	n/a	n/a	n/a
		None of the Courses Were Transferred	%	n/a	n/a	n/a	n/a	n/a
		Some Courses Didn't Transfer	%	n/a	n/a	n/a	n/a	n/a
		Delay or Other Difficulty in Submitting Transcripts	%	n/a	n/a	n/a	n/a	n/a
		Getting an Assessment of TransferTook a Long Time to Complete	%	n/a	n/a	n/a	n/a	n/a
		Original Courses or Program Were Not Designed for Transfer	%	n/a	n/a	n/a	n/a	n/a
		Had Completed More Credits than Was Allowed to Transfer	%	n/a	n/a	n/a	n/a	n/a
		Didn't Know or Understand Transfer Requirements	%	n/a	n/a	n/a	n/a	n/a
		Received Unassigned Credit When Expected Specific Credit	%	n/a	n/a	n/a	n/a	n/a
		Had to Repeat One or More Courses that Were Already Passed	%	n/a	n/a	n/a	n/a	n/a
		Other Problems	%	n/a	n/a	n/a	n/a	n/a
		Number of Transfer Problems Experienced	Average	n/a	n/a	n/a	n/a	n/a
		Extent to Which Transfer Was a Problem	Scale 5-1	n/a	n/a	n/a	n/a	n/a
		Poor or Insufficient ADVICE from OLD Institution	%	n/a	n/a	n/a	n/a	n/a
		Slow or Inadequate SERVICE from OLD (Sending) Institution	%	n/a	n/a	n/a	n/a	n/a
		Poor or Insufficient ADVICE from NEW Institution	%	n/a	n/a	n/a	n/a	n/a
		Slow or Inadequate SERVICE from NEW (Receiving) Institution	%	n/a	n/a	n/a	n/a	n/a
		Attempted to Transfer Credential (or All Courses) as One Whole Block	%	n/a	n/a	n/a	n/a	n/a
	Of Transfer Block	Received All the Credits Expected For Block Transfer	%	n/a	n/a	n/a	n/a	n/a
	Of Continued Studies	**Relation Between Past and Further Studies**	**Scale 4-1**	**3.39**	**3,019**	**2.38**	**588**	**1.42**
		Extent to Which Prepared for Further Study	Scale 4-1	3.49	2,708	3.39	286	1.03
		Total Number of Respondents			**3,030**		**588**	

Notes:

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[3] The "Index" value for each indicator is the value of one cohort group divided by the value of the other group. A value of "1.00" means that the two groups are equivalent. Indicator index values that are greater than "1.00" result when the left cohort group's value is greater than the right cohort group's value. Please note that all calculations use non-rounded cell numbers; rounding occurs only in the presentation of figures.

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Table 9.2: 1996 Students Attending Further Studies from Arts and Sciences Programs - Students That Tried to Transfer vs Those That Did Not Try

		INDICATOR[1,2]		VALUES				INDEX[3]
				Arts&Sci Programs, Tried Transfer		Arts&Sci Programs, Didn't Try		
				Value	N	Value	N	
Skill Development	Satisfaction Level	Written Communication	Scale 3-1	2.48	2,835	2.47	546	1.00
		Oral Communication	Scale 3-1	2.31	2,703	2.32	526	0.99
		Teamwork	Scale 3-1	2.29	2,712	2.25	543	1.02
		Interpersonal Skills	Scale 3-1	2.36	2,694	2.27	533	1.04
		Analysis / Problem Solving	Scale 3-1	2.39	2,756	2.39	541	1.00
		Mathematics	Scale 3-1	2.41	1,800	2.34	358	1.03
		Use of Computers	Scale 3-1	2.04	1,579	2.03	310	1.01
		Use of Tools & Equipment	Scale 3-1	2.14	1,232	2.11	256	1.01
		Skills for Independent Learning	Scale 3-1	2.39	2,841	2.34	550	1.02
College Experience	Satisfaction Level	Quality of Teaching	Scale 3-1	2.73	3,023	2.61	584	1.04
		Organization of Program	Scale 3-1	2.59	2,969	2.49	576	1.04
		Practical Experience	Scale 3-1	2.10	2,323	2.02	467	1.04
		Textbooks & Learning Materials	Scale 3-1	2.49	3,022	2.42	583	1.03
		Library Materials	Scale 3-1	2.15	2,940	2.31	570	0.93
		Availability of Instructors Outside Class	Scale 3-1	2.75	2,988	2.63	575	1.04
		Computer Hardware and Software	Scale 3-1	2.19	1,817	2.16	325	1.01
		Equipment Other Than Computers	Scale 3-1	2.23	1,578	2.30	336	0.97
		Study Facilities on Campus	Scale 3-1	2.29	2,930	2.37	568	0.97
		Program and Career Counseling	Scale 3-1	2.18	2,345	2.18	465	1.00
		Places on Campus for Socializing	Scale 3-1	2.21	2,905	2.28	550	0.97
		Frequency of Activities with Other Students	Scale 4-1	2.88	3,023	2.84	587	1.01
		Program Work Load (5=Heavy)	Scale 5-1	3.21	3,023	3.40	586	0.94
Employment Outcomes	Of Resp	In the Labour Force (Have/Looking for Job)	%	52%	1,586	69%	403	0.76
		Employed	%	48%	1,441	62%	364	0.77
	Of Those in the Labour Force	In a Permanent Job (Got It After Studies	%	21%	327	31%	125	0.66
		Employed in a Non Training-Related Job	%	73%	1,152	64%	258	1.13
		Employed in a Training-Related Job	%	18%	286	26%	106	0.69
		Employed Full-Time (30 hrs or more weekly)	%	31%	492	60%	242	0.52
		Employed Full-Time, Training-Relatec	%	10%	165	19%	77	0.54
		Employed Full-Time, non Training-Relatec	%	21%	327	41%	165	0.50
		Employed Part-Time	%	60%	949	30%	122	1.98
		Unemployed	%	9%	145	10%	39	0.94
	Of Empl FT	Gross Monthly Salary ($)	Average	$ 2,100	314	$ 2,200	155	0.96
		Gross Monthly Salary of Train-Rel Job ($)	Average	$ 2,400	109	$ 2,450	50	0.99
		Gross Monthly Salary of Non Train-Rel Job ($)	Average	$ 1,950	205	$ 2,050	105	0.94
Relation of Studies to Empl Outcomes	Of Very/ Somewhat Rel Job	Extent to Which Work is as Expectec	Scale 3-1	2.11	258	2.11	102	1.00
		How Job Ready	Scale 4-1	2.96	173	2.97	76	1.00
	Of Employed	Usefulness of Training in Getting Job	Scale 4-1	2.07	684	2.29	225	0.90
		Usefulness of Training in Performing Job	Scale 4-1	2.03	1,429	2.26	359	0.90
		Total Number of Respondents			3,030		588	

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Table 9.3: 1995 Students Attending Further Studies from Arts and Sciences Programs - Students That Tried to Transfer vs Those That Did Not Try

		INDICATOR[1,2]		VALUES				INDEX[3]
				Arts&Sci Programs, Tried Transfer		Arts&Sci Programs, Didn't Try		
				Value	N	Value	N	
Survey Year		1995 Survey	%	100%	3,348	100%	605	1.00
		1996 Survey	%	0%	0	0%	0	n/a
		1997 Survey	%	0%	0	0%	0	n/a
Program of Studies		In Applied Programs	%	0%	0	0%	0	n/a
		In Applied Program, 0-6 Months	%	0%	0	0%	0	n/a
		In Applied Program, 7-12 Months	%	0%	0	0%	0	n/a
		In Applied Program, 13-36 Months	%	0%	0	0%	0	n/a
		In Applied Program, Upper Division	%	0%	0	0%	0	n/a
		In Arts and Sciences Programs	%	100%	3,348	100%	605	n/a
		In Arts Program, Lower Division	**%**	**98%**	3,282	**96%**	579	1.02
		In Arts Program, Upper Division	%	2%	66	4%	26	n/a
	Aggregation of CIP Coded Programs	Arts and Sciences	%	100%	3,348	100%	605	1.00
		Business and Management	%	0%	0	0%	0	n/a
		Construction, Mechanical and Transportation	%	0%	0	0%	0	n/a
		Education and Library Science	%	0%	0	0%	0	n/a
		Engineering, Electronics, Computer Tech and Natural Resources	%	0%	0	0%	0	n/a
		Legal, Social, Home Economics, Hospitality and Service	%	0%	0	0%	0	n/a
		Nursing and Health	%	0%	0	0%	0	n/a
		Visual, Fine Arts and Communications	%	0%	0	0%	0	n/a
Attributes of Survey Respondents		**Female**	**%**	**58%**	1,947	**64%**	388	0.91
		Age at Time of Survey (Years)	**Average**	23.98	3,346	25.15	604	0.95
	Demographics	**Age <21**	**%**	**23%**	779	**18%**	106	1.33
		Age <23, >=21	%	37%	1,225	34%	206	1.07
		Age <25, >=23	%	19%	623	20%	122	0.92
		Age >=25	**%**	**21%**	719	**28%**	170	0.76
		Disabled	%	3%	102	5%	28	0.66
		Visible Minority	%	23%	753	21%	124	1.10
		Aboriginal Only	%	2%	68	3%	16	n/a
	Prev Educ	Previously Completed High School	%	96%	3,221	97%	584	1.00
		Previously Completed Certificate or Diploma	%	6%	191	7%	41	0.84
		Previously Completed Degree (University)	%	1%	23	2%	11	n/a
		Previously Completed Certificate, Diploma or Degree	%	6%	212	8%	51	0.75
	Prev Work	Had Current Job Before/During Studies	%	28%	932	25%	150	1.12
		Related Work Experience Before/During	%	18%	602	20%	118	0.92
		Completed Requirements for Program Credential	%	19%	623	21%	125	0.90
		In a Cooperative Education Program (Student's Declaration Only)	%	0%	0	0%	0	n/a
		In a Cooperative Education Program (Student & MoEST Declaration)	%	0%	0	0%	0	n/a
Reason for Enrolling / Leaving	Main Reason Enrolling	**Job Skills**	**%**	**11%**	359	**22%**	131	0.50
		Degree Attainment	**%**	**53%**	1,773	**42%**	256	1.25
		Degree Attainment and Job Skills	%	3%	115	3%	21	0.99
		Other Reason	%	33%	1,083	32%	195	1.01
	Main Reason Leaving	**Completed All the Credits I Could**	**%**	**25%**	829	**18%**	108	1.38
		Changed Mind about Program/Job Goal	%	2%	78	16%	98	n/a
		Transferred to/Qualified for Admission	**%**	**74%**	2,478	**26%**	156	2.85
		Disappointed With Program	**%**	**3%**	113	**10%**	61	0.33
		Disappointed With Own Performance	%	0%	7 [4]	4%	22	n/a
		Got a Job	%	1%	23	9%	52	n/a
		Job Situation Changed	%	0%	0	0%	0	n/a
		Convenience (e.g. Transportation, Scheduling)	%	1%	32	3%	15	n/a
		Personal Circumstances	%	2%	72	9%	54	n/a
		Reasons for Leaving: Other	**%**	**6%**	215	**17%**	102	0.36
Overall Satis-faction		Main Reason for Enrolling Met	Scale 4-1	3.43	3,309	2.82	595	1.22
		Overall Satisfaction with Studies	Scale 4-1	n/a	n/a	n/a	n/a	n/a
		Total Number of Respondents			**3,348**		**605**	

Notes

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Table 9.3: 1995 Students Attending Further Studies from Arts and Sciences Programs - Students That Tried to Transfer vs Those That Did Not Try

		INDICATOR[1,2]		VALUES				INDEX[3]
				Arts&Sci Programs, Tried Transfer		Arts&Sci Programs, Didn't Try		
				Value	N	Value	N	
Further Studies	Of Resp	Attended Further Studies at a Different Institution	%	100%	3,348	100%	605	1.00
		Currently Studying	%	71%	2,372	48%	289	1.48
Sending Institutions	Of Respondents	From Technical/Institute (Sending)	%	0%	0	0%	1 [4]	n/a
		From University College (Sending)	%	36%	1,200	47%	286	0.76
		From Urban College (Sending)	%	51%	1,697	43%	258	1.19
		From Rural College (Sending)	%	13%	451	10%	60	1.36
		From Another Institution (Sending)	%	0%	0	0%	0	n/a
		GPA	Average	2.99	3,348	2.55	595	1.17
		GPA <=2.4	%	11%	358	43%	257	0.25
		GPA >2.4, <=2.7	%	0%	0	0%	0	n/a
		GPA >2.7, <=3.1	%	79%	2,659	51%	302	1.56
		GPA >3.1	%	10%	331	6%	36	1.63
		Credits	Average	48.69	2,658	45.78	480	1.06
		Credits <=24	%	4%	109	7%	35	0.56
		Credits >24, <=36	%	30%	785	35%	170	0.83
		Credits >36, <=60	%	45%	1,184	40%	194	1.10
		Credits >60	%	22%	580	17%	81	1.29
Receiving Institutions	Of Respondents Who Attended Further Studies	Tried to Transfer	%	100%	3,348	0%	0	n/a
		To BC Technical/Institute (Receiving)	%	3%	109	28%	169	0.12
		To BC University College (Receiving)	%	5%	158	18%	107	0.27
		To BC Urban College (Receiving)	%	3%	110	11%	64	0.31
		To BC Rural College (Receiving)	%	0%	9 [4]	3%	16	n/a
		To BC University (Receiving)	%	79%	2,633	9%	53	8.98
		To Out or BC University (Receiving)	%	2%	51	0%	1 [4]	n/a
		To Another Institution (Receiving)	%	8%	277	32%	195	0.26
Continuing Education Outcomes	Of Tried Transf	Experienced Transfer Problems	%	16%	540	n/a	n/a	n/a
	Of Had Transfer Problem	All Courses Were Accepted	%	n/a	n/a	n/a	n/a	n/a
		1 or 2 Courses Were Not Accepted	%	n/a	n/a	n/a	n/a	n/a
		3 to 5 Courses Were Not Accepted	%	n/a	n/a	n/a	n/a	n/a
		6 or More Courses Were Not Accepted	%	n/a	n/a	n/a	n/a	n/a
		None of the Courses Were Transferred	%	n/a	n/a	n/a	n/a	n/a
		Some Courses Didn't Transfer	%	n/a	n/a	n/a	n/a	n/a
		Delay or Other Difficulty in Submitting Transcripts	%	n/a	n/a	n/a	n/a	n/a
		Getting an Assessment of TransferTook a Long Time to Complete	%	n/a	n/a	n/a	n/a	n/a
		Original Courses or Program Were Not Designed for Transfer	%	n/a	n/a	n/a	n/a	n/a
		Had Completed More Credits than Was Allowed to Transfer	%	n/a	n/a	n/a	n/a	n/a
		Didn't Know or Understand Transfer Requirements	%	n/a	n/a	n/a	n/a	n/a
		Received Unassigned Credit When Expected Specific Credit	%	n/a	n/a	n/a	n/a	n/a
		Had to Repeat One or More Courses that Were Already Passed	%	n/a	n/a	n/a	n/a	n/a
		Other Problems	%	n/a	n/a	n/a	n/a	n/a
		Number of Transfer Problems Experienced	Average	n/a	n/a	n/a	n/a	n/a
		Extent to Which Transfer Was a Problem	Scale 5-1	n/a	n/a	n/a	n/a	n/a
	Of Transfer Block	Poor or Insufficient ADVICE from OLD Institution	%	n/a	n/a	n/a	n/a	n/a
		Slow or Inadequate SERVICE from OLD (Sending) Institution	%	n/a	n/a	n/a	n/a	n/a
		Poor or Insufficient ADVICE from NEW Institution	%	n/a	n/a	n/a	n/a	n/a
		Slow or Inadequate SERVICE from NEW (Receiving) Institution	%	n/a	n/a	n/a	n/a	n/a
		Attempted to Transfer Credential (or All Courses) as One Whole Block	%	n/a	n/a	n/a	n/a	n/a
		Received All the Credits Expected For Block Transfer	%	n/a	n/a	n/a	n/a	n/a
	Of Continued Studies	Relation Between Past and Further Studies	Scale 4-1	3.35	3,344	2.35	604	1.43
		Extent to Which Prepared for Further Study	Scale 4-1	3.49	2,958	3.32	291	1.05
		Total Number of Respondents			3,348		605	

Notes:

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[2] For scale indicators, a higher value indicates a more favourable rating. For example, for Scale 3-1, a value of "2.91" is more favourable, or positive, than a value of "2.11"

[3] The "Index" value for each indicator is the value of one cohort group divided by the value of the other group. A value of "1.00" means that the two groups are equivalent. Indicator index values that are greater than "1.00" result when the left cohort group's value is greater than the right cohort group's value. Please note that all calculations use non-rounded cell numbers; rounding occurs only in the presentation of figures.

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		INDICATOR[1,2]		VALUES				INDEX[3]
				Arts&Sci Programs Tried Transfer		Arts&Sci Programs Didn't Try		
				Value	N	Value	N	
Skill Development	Satisfaction Level	Written Communication	Scale 3-1	2.46	3,197	2.43	562	1.01
		Oral Communication	Scale 3-1	2.28	2,985	2.27	530	1.00
		Teamwork	Scale 3-1	2.31	2,968	2.28	531	1.01
		Interpersonal Skills	**Scale 3-1**	**2.36**	**2,968**	**2.26**	**548**	**1.05**
		Analysis / Problem Solving	Scale 3-1	2.40	3,008	2.34	539	1.02
		Mathematics	**Scale 3-1**	**2.41**	**1,911**	**2.27**	**341**	**1.06**
		Use of Computers	Scale 3-1	2.08	1,528	2.03	289	1.02
		Use of Tools & Equipment	Scale 3-1	2.17	1,226	2.16	248	1.01
		Skills for Independent Learning	Scale 3-1	2.40	3,129	2.32	553	1.03
College Experience	Satisfaction Level	**Quality of Teaching**	**Scale 3-1**	**2.73**	**3,322**	**2.56**	**602**	**1.07**
		Organization of Program	**Scale 3-1**	**2.59**	**3,271**	**2.45**	**588**	**1.06**
		Practical Experience	Scale 3-1	2.07	2,582	2.04	488	1.02
		Textbooks & Learning Materials	Scale 3-1	2.49	3,319	2.43	602	1.02
		Library Materials	**Scale 3-1**	**2.14**	**3,204**	**2.35**	**567**	**0.91**
		Availability of Instructors Outside Class	**Scale 3-1**	**2.76**	**3,274**	**2.58**	**586**	**1.07**
		Computer Hardware and Software	Scale 3-1	2.20	1,727	2.25	318	0.98
		Equipment Other Than Computers	Scale 3-1	2.27	1,581	2.23	311	1.02
		Study Facilities on Campus	Scale 3-1	2.26	3,213	2.30	578	0.98
		Program and Career Counseling	Scale 3-1	2.14	2,553	2.13	453	1.00
		Places on Campus for Socializing	Scale 3-1	2.20	3,137	2.26	557	0.97
		Frequency of Activities with Other Students	Scale 4-1	2.91	3,331	2.83	604	1.03
		Program Work Load (5=Heavy)	**Scale 5-1**	**3.18**	**3,319**	**3.33**	**602**	**0.95**
Employment Outcomes	Of Resp	In the Labour Force (Have/Looking for Job)	%	72%	2,422	74%	445	0.98
		Employed	%	64%	2,139	66%	400	0.97
	Of Those in the Labour Force	**In a Permanent Job (Got It After Studies)**	**%**	**17%**	**420**	**31%**	**140**	**0.55**
		Employed in a Non Training-Related Job	%	70%	1,704	64%	286	1.09
		Employed in a Training-Related Job	**%**	**17%**	**417**	**26%**	**114**	**0.67**
		Employed Full-Time (30 hrs or more weekly)	**%**	**57%**	**1,391**	**67%**	**296**	**0.86**
		Employed Full-Time, Training-Relatec	**%**	**13%**	**322**	**21%**	**92**	**0.64**
		Employed Full-Time, non Training-Relatec	%	44%	1,069	46%	204	0.96
		Employed Part-Time	**%**	**31%**	**748**	**23%**	**104**	**1.32**
		Unemployed	%	12%	283	10%	45	1.16
	Of Empl FT	Gross Monthly Salary ($)	Average	$ 1,850	1,055	$ 2,000	215	0.94
		Gross Monthly Salary of Train-Rel Job ($)	Average	$ 2,100	255	$ 2,350	71	0.89
		Gross Monthly Salary of Non Train-Rel Job ($)	Average	$ 1,800	800	$ 1,800	144	1.00
Relation of Studies to Empl Outcomes	Of Very/ Somewhat Rel Job	Extent to Which Work is as Expectec	Scale 3-1	2.11	406	2.20	106	0.96
		How Job Ready	Scale 4-1	2.97	291	3.03	79	0.98
	Of Employed	**Usefulness of Training in Getting Job**	**Scale 4-1**	**2.00**	**1,190**	**2.17**	**248**	**0.92**
		Usefulness of Training in Performing Job	**Scale 4-1**	**2.01**	**2,108**	**2.26**	**398**	**0.89**
		Total Number of Respondents			**3,348**		**605**	

Notes:

[1] The shading of an indicator means that the values have a statistical significance. This means that there is a high level of confidence that the two groups are different.

[2] For scale indicators, a higher value indicates a more favourable rating. For example, for Scale 3-1, a value of "2.91" is more favourable, or positive, than a value of "2.11"

[3] The "Index" value for each indicator is the value of one cohort group divided by the value of the other group. A value of "1.00" means that the two groups are equivalent. Indicator index values that are greater than "1.00" result when the left cohort group's value is greater than the right cohort group's value. Please note that all calculations use non-rounded cell numbers; rounding occurs only in the presentation of figures.

[4] Relatively small sample size, interpret result with caution.

n/a Not applicable or any value smaller than 3%.

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Table 13.1: 1995, 1996 and 1997 Students Attempting to Transfer Credits from Applied Programs - Had Transfer Problem vs Did Not Have Transfer Problem

	INDICATOR[1,2]		VALUES				INDEX[3]
			Applied Programs, Transfer Prob		Applied Programs, No Transfer Prob		
			Value	N	Value	N	
Survey Year	1995 Survey	%	34%	258	32%	1,077	1.04
	1996 Survey	%	29%	225	30%	1,008	0.97
	1997 Survey	%	37%	280	37%	1,240	0.98
Program of Studies	In Applied Programs	%	100%	763	100%	3,325	n/a
	In Applied Program, 0-6 Months	%	2%	15	2%	68	n/a
	In Applied Program, 7-12 Months	%	15%	113	17%	551	0.89
	In Applied Program, 13-36 Months	%	80%	612	77%	2,574	1.04
	In Applied Program, Upper Division	%	3%	22	4%	130	n/a
	In Arts and Sciences Programs	%	0%	0	0%	0	n/a
	In Arts Program, Lower Division	%	0%	0	0%	0	n/a
	In Arts Program, Upper Division	%	0%	0	0%	0	n/a
Aggregation of CIP Coded Programs	Arts and Sciences	%	0%	0	0%	0	n/a
	Business and Management	%	**36%**	**271**	**42%**	**1,411**	**0.84**
	Construction, Mechanical and Transportation	%	3%	21	4%	128	n/a
	Education and Library Science	%	9%	67	7%	224	1.30
	Engineering, Electronics, Computer Tech and Natural Resources	%	15%	118	13%	419	1.23
	Legal, Social, Home Economics, Hospitality and Service	%	15%	115	17%	567	0.88
	Nursing and Health	%	7%	57	9%	286	0.87
	Visual, Fine Arts and Communications	%	**15%**	**114**	**9%**	**290**	**1.71**
Attributes of Survey Respondents	Female	%	48%	368	50%	1,646	0.97
Demographics	Age at Time of Survey (Years)	Average	26.03	761	26.30	3,315	0.99
	Age <21	%	12%	93	13%	427	0.95
	Age <23, >=21	%	32%	243	28%	929	1.14
	Age <25, >=23	%	22%	168	21%	690	1.06
	Age >=25	%	34%	257	38%	1,269	0.88
	Disabled	%	2%	11	3%	55	n/a
	Visible Minority	%	14%	105	16%	541	0.85
	Aboriginal Only	%	3%	19	2%	75	n/a
Prev Educ.	Previously Completed High School	%	97%	741	96%	3,181	1.02
	Previously Completed Certificate or Diploma	%	12%	93	13%	442	0.92
	Previously Completed Degree (University)	%	3%	26	5%	161	0.70
	Previously Completed Certificate, Diploma or Degree	%	15%	115	18%	585	0.86
Prev Work	Had Current Job Before/During Studies	%	27%	207	25%	842	1.07
	Related Work Experience Before/During	%	18%	138	19%	625	0.96
	Completed Requirements for Program Credential	%	58%	434	61%	1,999	0.96
	In a Cooperative Education Program (Student's Declaration Only)	%	10%	80	8%	258	1.35
	In a Cooperative Education Program (Student & MoEST Declaration)	%	4%	32	3%	85	n/a
Reason for Enrolling / Leaving	Main Reason Enrolling: Job Skills	%	38%	292	37%	1,212	1.04
	Degree Attainment	%	26%	201	29%	961	0.91
	Degree Attainment and Job Skills	%	8%	62	9%	295	0.91
	Other Reason	%	27%	207	25%	837	1.07
Main Reason Leaving	Completed All the Credits I Could	%	56%	425	58%	1,904	0.98
	Changed Mind about Program/Job Goal	%	4%	31	3%	111	1.22
	Transferred to/Qualified for Admission	%	38%	286	43%	1,407	0.89
	Disappointed With Program	%	5%	40	3%	84	n/a
	Disappointed With Own Performance	%	1%	4 [4]	0%	14	n/a
	Got a Job	%	3%	19	4%	127	n/a
	Job Situation Changed	%	0%	1 [4]	0%	5 [4]	n/a
	Convenience (e.g. Transportation, Scheduling)	%	2%	12	1%	41	n/a
	Personal Circumstances	%	3%	26	2%	79	n/a
	Reasons for Leaving: Other	%	8%	61	6%	195	1.37
Overall Satis-faction	Main Reason for Enrolling Met	Scale 4-1	3.17	753	3.37	3,293	0.94
	Overall Satisfaction with Studies	Scale 4-1	n/a	n/a	n/a	n/a	n/a
	Total Number of Respondents			763		3,325	

Notes:

[1] The shading of an indicator means that the values have a statistical significance. This means that there is a high level of confidence that the two groups are different.

[2] For scale indicators, a higher value indicates a more favourable rating. For example, for Scale 3-1, a value of "2.91" is more favourable, or positive, than a value of "2.11"

[3] The "Index" value for each indicator is the value of one cohort group divided by the value of the other group. A value of "1.00" means that the two groups are equivalent. Indicator index values that are greater than "1.00" result when the left cohort group's value is greater than the right cohort group's value. Please note that all calculations use non-rounded cell numbers, rounding occurs only in the presentation of figures.

[4] Relatively small sample size, interpret result with caution.

n/a Not applicable or any value smaller than 3%.

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Table 13.1: 1995, 1996 and 1997 Students Attempting to Transfer Credits from Applied Programs - Had Transfer Problem vs Did Not Have Transfer Problem

		INDICATOR[1,2]		VALUES				INDEX[3]
				Applied Programs, Transfer Prob		Applied Programs, No Transfer Prob		
				Value	N	Value	N	
Further Studies	Of Resp	Attended Further Studies at a Different Institution	%	100%	763	100%	3,325	1.00
		Currently Studying	%	76%	578	74%	2,467	1.02
Sending Institutions	Of Respondents	From Technical/Institute (Sending)	%	15%	115	14%	472	1.06
		From University College (Sending)	%	38%	287	41%	1,353	0.92
		From Urban College (Sending)	%	37%	282	37%	1,231	1.00
		From Rural College (Sending)	%	10%	79	8%	269	1.28
		From Another Institution (Sending)	%	0%	0	0%	0	n/a
		GPA	Average	3.03	691	3.06	3,024	0.99
		GPA <=2.4	%	8%	58	6%	187	1.36
		GPA >2.4, <=2.7	%	11%	75	11%	332	0.99
		GPA >2.7, <=3.1	%	49%	339	51%	1,532	0.97
		GPA >3.1	%	32%	219	32%	973	0.98
		Credits	Average	63.89	581	62.24	2,549	1.03
		Credits <=24	%	6%	36	6%	150	1.05
		Credits >24, <=36	**%**	**10%**	**57**	**15%**	**377**	**0.66**
		Credits >36, <=60	%	35%	205	34%	862	1.04
		Credits >60	%	49%	283	46%	1,160	1.07
Receiving Institutions	Of Respondents Who Attended Further Studies	Tried to Transfer	%	100%	763	100%	3,325	1.00
		To BC Technical/Institute (Receiving)	%	9%	69	9%	302	1.00
		To BC University College (Receiving)	%	7%	53	8%	251	0.92
		To BC Urban College (Receiving)	%	5%	41	4%	138	1.30
		To BC Rural College (Receiving)	%	0%	3[4]	1%	42	n/a
		To BC University (Receiving)	%	57%	432	54%	1,780	1.06
		To Out or BC University (Receiving)	**%**	**8%**	**61**	**3%**	**114**	**2.33**
		To Another Institution (Receiving)	**%**	**13%**	**101**	**21%**	**688**	**0.64**
Continuing Education Outcomes	Of Tried Transf	Experienced Transfer Problems	%	100%	763	0%	0	n/a
	Of Had Transfer Problem	All Courses Were Accepted	%	n/a	n/a	n/a	n/a	n/a
		1 or 2 Courses Were Not Accepted	%	n/a	n/a	n/a	n/a	n/a
		3 to 5 Courses Were Not Accepted	%	n/a	n/a	n/a	n/a	n/a
		6 or More Courses Were Not Accepted	%	n/a	n/a	n/a	n/a	n/a
		None of the Courses Were Transferred	%	n/a	n/a	n/a	n/a	n/a
		Some Courses Didn't Transfer	%	n/a	n/a	n/a	n/a	n/a
		Delay or Other Difficulty in Submitting Transcripts	%	n/a	n/a	n/a	n/a	n/a
		Getting an Assessment of TransferTook a Long Time to Complete	%	n/a	n/a	n/a	n/a	n/a
		Original Courses or Program Were Not Designed for Transfer	%	n/a	n/a	n/a	n/a	n/a
		Had Completed More Credits than Was Allowed to Transfer	%	n/a	n/a	n/a	n/a	n/a
		Didn't Know or Understand Transfer Requirements	%	n/a	n/a	n/a	n/a	n/a
		Received Unassigned Credit When Expected Specific Credit	%	n/a	n/a	n/a	n/a	n/a
		Had to Repeat One or More Courses that Were Already Passed	%	n/a	n/a	n/a	n/a	n/a
		Other Problems	%	n/a	n/a	n/a	n/a	n/a
		Number of Transfer Problems Experienced	Average	3.76	n/a	n/a	n/a	n/a
		Extent to Which Transfer Was a Problem	Scale 5-1	3.45	n/a	n/a	n/a	n/a
		Poor or Insufficient ADVICE from OLD Institution	%	n/a	n/a	n/a	n/a	n/a
		Slow or Inadequate SERVICE from OLD (Sending) Institution	%	n/a	n/a	n/a	n/a	n/a
		Poor or Insufficient ADVICE from NEW Institution	%	n/a	n/a	n/a	n/a	n/a
		Slow or Inadequate SERVICE from NEW (Receiving) Institution	%	n/a	n/a	n/a	n/a	n/a
		Attempted to Transfer Credential (or All Courses) as One Whole Block	%	n/a	n/a	n/a	n/a	n/a
	Of Transfer Block	Received All the Credits Expected For Block Transfer	%	n/a	n/a	n/a	n/a	n/a
	Of Continued Studies	**Relation Between Past and Further Studies**	**Scale 4-1**	**3.42**	**756**	**3.62**	**3,318**	**0.94**
		Extent to Which Prepared for Further Study	**Scale 4-1**	**3.32**	**688**	**3.53**	**3,144**	**0.94**
		Total Number of Respondents			**763**		**3,325**	

Notes

[1] The shading of an indicator means that the values have a statistical significance. This means that there is a high level of confidence that the two groups are different.

[2] For scale indicators, a higher value indicates a more favourable rating. For example, for Scale 3-1, a value of "2.91" is more favourable, or positive, than a value of "2.11"

[3] The "Index" value for each indicator is the value of one cohort group divided by the value of the other group. A value of "1.00" means that the two groups are equivalent. Indicator index values that are greater than "1.00" result when the left cohort group's value is greater than the right cohort group's value. Please note that all calculations use non-rounded cell numbers; rounding occurs only in the presentation of figures.

[4] Relatively small sample size, interpret result with caution.

n/a Not applicable or any value smaller than 3%.

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Table 13.1: 1995, 1996 and 1997 Students Attempting to Transfer Credits from Applied Programs - Had Transfer Problem vs Did Not Have Transfer Problem

		INDICATOR[1,2]		VALUES				INDEX[3]
				Applied Programs, Transfer Prob		Applied Programs, No Transfer Prob		
				Value	N	Value	N	
Skill Development	Satisfaction Level	Written Communication	Scale 3-1	2.36	677	2.42	2,981	0.98
		Oral Communication	Scale 3-1	2.38	676	2.40	2,949	0.99
		Teamwork	Scale 3-1	2.50	454	2.50	1,977	1.00
		Interpersonal Skills	Scale 3-1	2.50	713	2.51	3,100	1.00
		Analysis / Problem Solving	Scale 3-1	2.44	724	2.52	3,190	0.97
		Mathematics	**Scale 3-1**	**2.22**	**505**	**2.44**	**2,401**	**0.91**
		Use of Computers	**Scale 3-1**	**2.15**	**533**	**2.27**	**2,391**	**0.95**
		Use of Tools & Equipment	Scale 3-1	2.27	457	2.30	1,810	0.99
		Skills for Independent Learning	Scale 3-1	2.38	707	2.42	3,105	0.98
College Experience	Satisfaction Level	Quality of Teaching	Scale 3-1	2.58	759	2.67	3,316	0.97
		Organization of Program	**Scale 3-1**	**2.39**	**755**	**2.54**	**3,310**	**0.94**
		Practical Experience	Scale 3-1	2.16	674	2.20	2,945	0.98
		Textbooks & Learning Materials	Scale 3-1	2.37	755	2.44	3,296	0.97
		Library Materials	**Scale 3-1**	**2.14**	**705**	**2.24**	**3,030**	**0.95**
		Availability of Instructors Outside Class	Scale 3-1	2.64	744	2.67	3,248	0.99
		Computer Hardware and Software	Scale 3-1	2.20	559	2.27	2,505	0.97
		Equipment Other Than Computers	Scale 3-1	2.31	483	2.35	2,003	0.98
		Study Facilities on Campus	**Scale 3-1**	**2.22**	**716**	**2.35**	**3,125**	**0.94**
		Program and Career Counseling	**Scale 3-1**	**2.06**	**582**	**2.24**	**2,520**	**0.92**
		Places on Campus for Socializing	Scale 3-1	2.12	698	2.22	3,067	0.96
		Frequency of Activities with Other Students	Scale 4-1	3.11	757	3.02	3,313	1.03
		Program Work Load (5=Heavy)	Scale 5-1	3.51	760	3.56	3,318	0.99
Employment Outcomes	Of Resp	In the Labour Force (Have/Looking for Job)	%	76%	577	74%	2,463	1.02
		Employed	%	68%	522	68%	2,269	1.00
	Of Those in the Labour Force	**In a Permanent Job (Got It After Studies**	**%**	**27%**	**157**	**34%**	**847**	**0.79**
		Employed in a Non Training-Related Job	%	39%	223	35%	874	1.09
		Employed in a Training-Related Job	%	52%	299	57%	1,393	0.92
		Employed Full-Time (30 hrs or more weekly	%	63%	364	65%	1,600	0.97
		Employed Full-Time, Training-Relatec	**%**	**38%**	**222**	**45%**	**1,119**	**0.85**
		Employed Full-Time, non Training-Relatec	**%**	**25%**	**142**	**20%**	**481**	**1.26**
		Employed Part-Time	%	27%	158	27%	669	1.01
		Unemployed	%	10%	55	8%	194	1.21
	Of Empl FT	Gross Monthly Salary ($)	Average	$ 2,250	265	$ 2,250	1,199	0.99
		Gross Monthly Salary of Train-Rel Job ($)	Average	$ 2,350	159	$ 2,400	844	0.98
		Gross Monthly Salary of Non Train-Rel Job ($)	Average	$ 2,050	106	$ 1,900	355	1.09
Relation of Studies to Empl Outcomes	Of Very/ Somewhat Rel Job	Extent to Which Work is as Expectec	Scale 3-1	2.16	295	2.27	1,373	0.95
		How Job Ready	Scale 4-1	3.16	192	3.29	972	0.96
	Of Employed	Usefulness of Training in Getting Job	Scale 4-1	2.76	313	3.03	1,422	0.91
		Usefulness of Training in Performing Job	Scale 4-1	2.70	517	2.84	2,252	0.95
		Total Number of Respondents			763		3,325	

Notes:

[1] The shading of an indicator means that the values have a statistical significance. This means that there is a high level of confidence that the two groups are different.

[2] For scale indicators, a higher value indicates a more favourable rating. For example, for Scale 3-1, a value of "2.91" is more favourable, or positive, than a value of "2.11"

[3] The "Index" value for each indicator is the value of one cohort group divided by the value of the other group. A value of "1.00" means that the two groups are equivalent. Indicator index values that are greater than "1.00" result when the left cohort group's value is greater than the right cohort group's value. Please note that all calculations use non-rounded cell numbers; rounding occurs only in the presentation of figures.

[4] Relatively small sample size, interpret result with caution.

n/a Not applicable or any value smaller than 3%.

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Table 13.2: 1996 Students Attempting to Transfer Credits from Applied Programs - Had Transfer Problem vs Did Not Have Transfer Problem

		INDICATOR[1,2]		VALUES				INDEX[3]
				Applied Programs, Transfer Prob		Applied Programs, No Transfer Prob		
				Value	N	Value	N	
Survey Year		1995 Survey	%	0%	0	0%	0	n/a
		1996 Survey	%	100%	225	100%	1,008	1.00
		1997 Survey	%	0%	0	0%	0	n/a
Program of Studies		In Applied Programs	%	100%	225	100%	1,008	n/a
		In Applied Program, 0-6 Months	%	2%	4 *	1%	15	n/a
		In Applied Program, 7-12 Months	%	15%	33	16%	158	0.94
		In Applied Program, 13-36 Months	%	81%	182	80%	804	1.01
		In Applied Program, Upper Divisior	%	3%	6 *	3%	31	n/a
		In Arts and Sciences Programs	%	0%	0	0%	0	n/a
		In Arts Program, Lower Division	%	0%	0	0%	0	n/a
		In Arts Program, Upper Division	%	0%	0	0%	0	n/a
	Aggregation of CIP Coded Programs	Arts and Sciences	%	0%	0	0%	0	n/a
		Business and Management	%	41%	92	42%	424	0.97
		Construction, Mechanical and Transportation	%	5%	11	5%	48	1.03
		Education and Library Science	%	5%	11	5%	53	0.93
		Engineering, Electronics, Computer Tech and Natural Resources	%	17%	38	12%	119	1.43
		Legal, Social, Home Economics, Hospitality and Service	%	14%	32	18%	182	0.79
		Nursing and Health	%	5%	12	9%	88	0.61
		Visual, Fine Arts and Communications	%	13%	29	9%	94	1.38
Attributes of Survey Respondents	Demographics	Female	%	47%	105	49%	493	0.95
		Age at Time of Survey (Years	Average	25.54	223	26.14	1,005	0.98
		Age <21	%	15%	33	16%	159	0.94
		Age <23, >=21	%	31%	70	25%	252	1.25
		Age <25, >=23	%	23%	51	21%	207	1.11
		Age >=25	%	31%	69	39%	387	0.80
		Disabled	%	2%	4 *	2%	25	n/a
		Visible Minority	%	21%	47	24%	239	0.89
		Aboriginal Only	%	1%	2 *	2%	23	n/a
	Prev Educ	Previously Completed High School	%	99%	223	96%	964	1.04
		Previously Completed Certificate or Diploma	%	11%	25	13%	132	0.85
		Previously Completed Degree (University)	%	2%	4 *	5%	51	n/a
		Previously Completed Certificate, Diploma or Degree	%	13%	29	18%	179	0.73
	Prev Work	Had Current Job Before/During Studies	%	20%	46	23%	236	0.87
		Related Work Experience Before/During	%	14%	31	18%	182	0.76
		Completed Requirements for Program Credential	%	59%	130	60%	601	0.99
		In a Cooperative Education Program (Student's Declaration Only)	%	16%	36	13%	136	1.19
		In a Cooperative Education Program (Student & MoEST Declaration)	%	7%	16	5%	50	1.43
Reason for Enrolling / Leaving	Main Reason Enrolling	Job Skills	%	40%	89	37%	374	1.06
		Degree Attainment	%	24%	54	31%	307	0.78
		Degree Attainment and Job Skills	%	8%	18	9%	92	0.87
		Other Reason	%	28%	64	23%	229	1.24
	Main Reason Leaving	Completed All the Credits I Could	%	57%	126	55%	555	1.02
		Changed Mind about Program/Job Goal	%	2%	4 *	3%	27	n/a
		Transferred to/Qualified for Admission	%	35%	78	43%	437	0.81
		Disappointed With Program	%	9%	19	3%	28	n/a
		Disappointed With Own Performance	%	1%	2 *	1%	7 *	n/a
		Got a Job	%	6%	13	5%	49	1.20
		Job Situation Changed	%	0%	0	0%	0	n/a
		Convenience (e.g. Transportation, Scheduling)	%	1%	2 *	1%	15	n/a
		Personal Circumstances	%	4%	10	4%	38	1.19
		Reasons for Leaving, Other	%	9%	20	6%	61	1.48
Overall Satis-faction		Main Reason for Enrolling Met	Scale 4-1	3.15	221	3.37	1,000	0.93
		Overall Satisfaction with Studies	Scale 4-1	3.07	224	3.28	1,008	0.94
		Total Number of Respondents			225		1,008	

Notes:

[1] The shading of an indicator means that the values have a statistical significance. This means that there is a high level of confidence that the two groups are different.

[2] For scale indicators, a higher value indicates a more favourable rating. For example, for Scale 3-1, a value of "2.91" is more favourable, or positive, than a value of "2.11"

[3] The "Index" value for each indicator is the value of one cohort group divided by the value of the other group. A value of "1.00" means that the two groups are equivalent. Indicator index values that are greater than "1.00" result when the left cohort group's value is greater than the right cohort group's value. Please note that all calculations use non-rounded cell numbers, rounding occurs only in the presentation of figures.

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n/a Not applicable or any value smaller than 3%.

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Table 13.2: 1996 Students Attempting to Transfer Credits from Applied Programs - Had Transfer Problem vs Did Not Have Transfer Problem

		INDICATOR[1]		VALUES				INDEX[3]
				Applied Programs, Transfer Prob		Applied Programs, No Transfer Prob		
				Value	N	Value	N	
Further Studies	Of Resp	Attended Further Studies at a Different Institution	%	100%	225	100%	1,008	1.00
		Currently Studying	%	84%	189	86%	863	0.98
Sending Institutions	Of Respondents	From Technical/Institute (Sending)	%	16%	36	14%	146	1.10
		From University College (Sending)	%	44%	98	37%	370	1.19
		From Urban College (Sending)	%	**30%**	**68**	**40%**	**407**	**0.75**
		From Rural College (Sending)	%	10%	23	8%	85	1.21
		From Another Institution (Sending)	%	0%	0	0%	0	n/a
		GPA	Average	2.96	183	3.04	860	0.97
		GPA <=2.4	%	9%	16	6%	51	1.47
		GPA >2.4, <=2.7	%	14%	26	15%	126	0.97
		GPA >2.7, <=3.1	%	48%	88	42%	365	1.13
		GPA >3.1	%	29%	53	37%	318	0.78
		Credits	Average	65.69	169	63.90	776	1.03
		Credits <=24	%	5%	8 *	3%	27	1.36
		Credits >24, <=36	%	10%	17	16%	127	0.61
		Credits >36, <=60	%	35%	59	35%	272	1.00
		Credits >60	%	50%	85	45%	350	1.12
Receiving Institutions	Of Respondents Who Attended Further Studies	Tried to Transfer	%	100%	225	100%	1,008	1.00
		To BC Technical/Institute (Receiving)	%	9%	20	10%	101	0.89
		To BC University College (Receiving)	%	9%	20	6%	64	1.41
		To BC Urban College (Receiving)	%	4%	9 *	3%	34	1.19
		To BC Rural College (Receiving)	%	1%	2 *	2%	18	n/a
		To BC University (Receiving)	%	56%	125	53%	533	1.06
		To Out or BC University (Receiving)	%	**11%**	**24**	**5%**	**50**	**2.17**
		To Another Institution (Receiving)	%	**10%**	**23**	**20%**	**206**	**0.50**
Continuing Education Outcomes	Of Tried Transf	Experienced Transfer Problems	%	100%	225	0%	0	n/a
	Of Had Transfer Problem	All Courses Were Accepted	%	n/a	n/a	n/a	n/a	n/a
		1 or 2 Courses Were Not Accepted	%	n/a	n/a	n/a	n/a	n/a
		3 to 5 Courses Were Not Accepted	%	n/a	n/a	n/a	n/a	n/a
		6 or More Courses Were Not Accepted	%	n/a	n/a	n/a	n/a	n/a
		None of the Courses Were Transferred	%	n/a	n/a	n/a	n/a	n/a
		Some Courses Didn't Transfer	%	n/a	n/a	n/a	n/a	n/a
		Delay or Other Difficulty in Submitting Transcripts	%	n/a	n/a	n/a	n/a	n/a
		Getting an Assessment of TransferTook a Long Time to Complete	%	n/a	n/a	n/a	n/a	n/a
		Original Courses or Program Were Not Designed for Transfer	%	n/a	n/a	n/a	n/a	n/a
		Had Completed More Credits than Was Allowed to Transfer	%	n/a	n/a	n/a	n/a	n/a
		Didn't Know or Understand Transfer Requirements	%	n/a	n/a	n/a	n/a	n/a
		Received Unassigned Credit When Expected Specific Credit	%	n/a	n/a	n/a	n/a	n/a
		Had to Repeat One or More Courses that Were Already Passed	%	n/a	n/a	n/a	n/a	n/a
		Other Problems	%	n/a	n/a	n/a	n/a	n/a
		Number of Transfer Problems Experienced	Average	n/a	n/a	n/a	n/a	n/a
		Extent to Which Transfer Was a Problem	Scale 5-1	n/a	n/a	n/a	n/a	n/a
	Of Transfer Block	Poor or Insufficient ADVICE from OLD Institution	%	n/a	n/a	n/a	n/a	n/a
		Slow or Inadequate SERVICE from OLD (Sending) Institution	%	n/a	n/a	n/a	n/a	n/a
		Poor or Insufficient ADVICE from NEW Institution	%	n/a	n/a	n/a	n/a	n/a
		Slow or Inadequate SERVICE from NEW (Receiving) Institution	%	n/a	n/a	n/a	n/a	n/a
		Attempted to Transfer Credential (or All Courses) as One Whole Block	%	n/a	n/a	n/a	n/a	n/a
		Received All the Credits Expected For Block Transfer	%	n/a	n/a	n/a	n/a	n/a
	Of Continued Studies	**Relation Between Past and Further Studies**	Scale 4-1	3.35	223	3.62	1,008	0.93
		Extent to Which Prepared for Further Study	Scale 4-1	3.35	189	3.54	935	0.95
		Total Number of Respondents			225		1,008	

Notes:

[1] The shading of an indicator means that the values have a statistical significance. This means that there is a high level of confidence that the two groups are different.

[2] For scale indicators, a higher value indicates a more favourable rating. For example, for Scale 3-1, a value of "2.91" is more favourable, or positive, than a value of "2.11"

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Table 13.2: 1996 Students Attempting to Transfer Credits from Applied Programs - Had Transfer Problem vs Did Not Have Transfer Problem

		INDICATOR[1,2]		VALUES				INDEX[3]
				Applied Programs, Transfer Prob		Applied Programs, No Transfer Prob		
				Value	N	Value	N	
Skill Development	Satisfaction Level	Written Communication	Scale 3-1	2.37	206	2.44	927	0.97
		Oral Communication	Scale 3-1	2.34	206	2.41	911	0.97
		Teamwork	Scale 3-1	2.48	214	2.50	963	0.99
		Interpersonal Skills	Scale 3-1	2.43	204	2.46	941	0.99
		Analysis / Problem Solving	Scale 3-1	2.38	214	2.48	962	0.96
		Mathematics	**Scale 3-1**	**2.16**	**158**	**2.38**	**687**	**0.91**
		Use of Computers	Scale 3-1	2.20	169	2.28	726	0.96
		Use of Tools & Equipment	Scale 3-1	2.24	133	2.28	535	0.98
		Skills for Independent Learning	Scale 3-1	2.30	210	2.41	949	0.96
College Experience	Satisfaction Level	Quality of Teaching	Scale 3-1	2.56	224	2.68	1,004	0.96
		Organization of Program	Scale 3-1	2.43	221	2.53	1,000	0.96
		Practical Experience	Scale 3-1	2.13	199	2.20	886	0.96
		Textbooks & Learning Materials	Scale 3-1	2.38	223	2.45	993	0.97
		Library Materials	Scale 3-1	2.20	209	2.26	923	0.97
		Availability of Instructors Outside Class	Scale 3-1	2.68	221	2.68	989	1.00
		Computer Hardware and Software	Scale 3-1	2.28	176	2.26	772	1.01
		Equipment Other Than Computers	Scale 3-1	2.36	144	2.37	611	1.00
		Study Facilities on Campus	**Scale 3-1**	**2.22**	**217**	**2.36**	**953**	**0.94**
		Program and Career Counseling	**Scale 3-1**	**1.98**	**170**	**2.24**	**770**	**0.88**
		Places on Campus for Socializing	**Scale 3-1**	**2.04**	**208**	**2.20**	**947**	**0.93**
		Frequency of Activities with Other Students	Scale 4-1	3.05	225	3.00	1,008	1.02
		Program Work Load (5=Heavy)	Scale 5-1	3.52	223	3.59	1,007	0.98
Employment Outcomes	Of Resp	In the Labour Force (Have/Looking for Job)	%	59%	133	67%	680	0.88
		Employed	**%**	**54%**	**122**	**64%**	**647**	**0.84**
	Of Those in the Labour Force	In a Permanent Job (Got It After Studies	%	36%	48	41%	278	0.88
		Employed in a Non Training-Related Job	%	31%	41	35%	238	0.88
		Employed in a Training-Related Job	%	61%	81	60%	409	1.01
		Employed Full-Time (30 hrs or more weekly	%	50%	67	59%	400	0.86
		Employed Full-Time, Training-Relatec	%	38%	51	47%	317	0.82
		Employed Full-Time, non Training-Relatec	%	12%	16	12%	83	0.99
		Employed Part-Time	%	41%	55	36%	247	1.14
		Unemployed	%	8%	11	5%	33	1.70
	Of Empl FT	Gross Monthly Salary ($)	Average	$ 2,350	47	$ 2,300	279	1.02
		Gross Monthly Salary of Train-Rel Job ($)	Average	$ 2,200	37	$ 2,450	222	0.91
		Gross Monthly Salary of Non Train-Rel Job ($)	Average	$ 2,950	10	$ 1,850	57	1.57
Relation of Studies to Empl Outcomes	Of Very/ Somewhat Rel Job	**Extent to Which Work is as Expectec**	**Scale 3-1**	**2.06**	**79**	**2.29**	**403**	**0.90**
	Of Employed	How Job Ready	Scale 4-1	3.15	53	3.39	283	0.93
		Usefulness of Training in Getting Job	Scale 4-1	2.95	75	3.11	410	0.95
		Usefulness of Training in Performing Job	Scale 4-1	2.82	121	2.87	642	0.98
		Total Number of Respondents			**225**		**1,008**	

Note:

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n/a Not applicable or any value smaller than 3%.

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Table 13.3: 1995 Students Attempting to Transfer Credits from Applied Programs - Had Transfer Problem vs Did Not Have Transfer Problem

	INDICATOR[1,2]		VALUES				INDEX[3]
			Applied Programs, Transfer Prob		Applied Programs, No Transfer Prob		
			Value	N	Value	N	
Survey Year	**1995 Survey**	%	**100%**	**258**	**100%**	**1,077**	**1.00**
	1996 Survey	%	0%	0	0%	0	n/a
	1997 Survey	%	0%	0	0%	0	n/a
Program of Studies	In Applied Programs	%	100%	258	100%	1,077	n/a
	In Applied Program, 0-6 Months	%	1%	3 [4]	1%	16	n/a
	In Applied Program, 7-12 Months	%	14%	36	17%	181	0.83
	In Applied Program, 13-36 Months	%	81%	210	77%	829	1.06
	In Applied Program, Upper Division	%	3%	9 [4]	5%	51	0.74
	In Arts and Sciences Programs	%	0%	0	0%	0	n/a
	In Arts Program, Lower Division	%	0%	0	0%	0	n/a
	In Arts Program, Upper Division	%	0%	0	0%	0	n/a
Aggregation of CIP Coded Programs	Arts and Sciences	%	0%	0	0%	0	n/a
	Business and Management	%	36%	92	42%	449	0.86
	Construction, Mechanical and Transportation	%	2%	4 [4]	3%	37	n/a
	Education and Library Science	%	14%	35	9%	96	1.52
	Engineering, Electronics, Computer Tech and Natural Resources	%	12%	31	14%	149	0.87
	Legal, Social, Home Economics, Hospitality and Service	%	18%	46	16%	175	1.10
	Nursing and Health	%	5%	14	7%	75	0.78
	Visual, Fine Arts and Communications	%	14%	36	9%	96	1.57
Attributes of Survey Respondents	Female	%	49%	127	48%	513	1.03
Demographics	Age at Time of Survey (Years)	Average	26.24	258	25.97	1,076	1.01
	Age <21	%	13%	34	14%	151	0.94
	Age <23, >=21	%	30%	77	29%	309	1.04
	Age <25, >=23	%	22%	56	22%	234	1.00
	Age >=25	%	35%	91	36%	382	0.99
	Disabled	%	3%	7 [4]	3%	30	n/a
	Visible Minority	%	19%	48	26%	278	0.72
	Aboriginal Only	%	3%	7 [4]	3%	28	n/a
Prev Educ	Previously Completed High School	%	98%	254	96%	1,035	1.02
	Previously Completed Certificate or Diploma	%	12%	32	13%	145	0.92
	Previously Completed Degree (University)	%	2%	6 [4]	4%	48	n/a
	Previously Completed Certificate, Diploma or Degree	%	14%	36	18%	189	0.80
Prev Work	Had Current Job Before/During Studies	%	28%	71	26%	275	1.08
	Related Work Experience Before/During	%	25%	65	21%	224	1.21
	Completed Requirements for Program Credential	%	51%	131	57%	610	0.90
	In a Cooperative Education Program (Student's Declaration Only)	%	0%	0	0%	0	n/a
	In a Cooperative Education Program (Student & MoEST Declaration)	%	0%	0	0%	0	n/a
Reason for Enrolling / Leaving	Job Skills	%	29%	74	28%	305	1.01
Main Reason Enrolling	Degree Attainment	%	34%	87	36%	388	0.93
	Degree Attainment and Job Skills	%	9%	23	7%	76	1.26
	Other Reason	%	29%	74	28%	306	1.01
Main Reason Leaving	Completed All the Credits I Could	%	50%	129	55%	591	0.91
	Changed Mind about Program/Job Goal	%	4%	10	2%	25	n/a
	Transferred to/Qualified for Admission	%	45%	117	45%	486	1.00
	Disappointed With Program	%	3%	9 [4]	2%	19	n/a
	Disappointed With Own Performance	%	0%	0	0%	2 [4]	n/a
	Got a Job	%	1%	3 [4]	3%	27	n/a
	Job Situation Changed	%	0%	0	0%	0	n/a
	Convenience (e.g. Transportation, Scheduling)	%	1%	3 [4]	0%	4 [4]	n/a
	Personal Circumstances	%	4%	10	2%	21	n/a
	Reasons for Leaving, Other	%	6%	15	6%	65	0.96
Overall Satisfaction	**Main Reason for Enrolling Met**	Scale 4-1	3.22	257	3.41	1,071	0.94
	Overall Satisfaction with Studies	Scale 4-1	n/a	n/a	n/a	n/a	n/a
	Total Number of Respondents			**258**		**1,077**	

Notes:

[1] The shading of an indicator means that the values have a statistical significance. This means that there is a high level of confidence that the two groups are different.

[2] For scale indicators, a higher value indicates a more favourable rating. For example, for Scale 3-1, a value of "2.91" is more favourable, or positive, than a value of "2.11"

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n/a Not applicable or any value smaller than 3%.

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Table 13.3: 1995 Students Attempting to Transfer Credits from Applied Programs - Had Transfer Problem vs Did Not Have Transfer Problem

		INDICATOR[1,2]		VALUES				INDEX[3]
				Applied Programs, Transfer Prob		Applied Programs, No Transfer Prob		
				Value	N	Value	N	
Further Studies	Of Resp	Attended Further Studies at a Different Institution	%	100%	258	100%	1,077	1.00
		Currently Studying	%	57%	146	53%	575	1.06
Sending Institutions	Of Respondents	From Technical/Institute (Sending)	%	14%	35	13%	145	1.01
		From University College (Sending)	%	37%	95	44%	477	0.83
		From Urban College (Sending)	%	39%	100	33%	358	1.17
		From Rural College (Sending)	%	11%	28	9%	97	1.20
		From Another Institution (Sending)	%	0%	0	0%	0	n/a
		GPA	Average	3.09	245	3.08	1,007	1.00
		GPA <=2.4	%	11%	26	7%	73	1.46
		GPA >2.4, <=2.7	%	0%	0	0%	0	n/a
		GPA >2.7, <=3.1	**%**	**68%**	**167**	**76%**	**770**	**0.89**
		GPA >3.1	%	21%	52	16%	164	1.30
		Credits	Average	59.74	202	57.12	841	1.05
		Credits <=24	%	9%	18	11%	90	0.83
		Credits >24, <=36	%	11%	23	16%	132	0.73
		Credits >36, <=60	%	37%	75	33%	275	1.14
		Credits >60	%	43%	86	41%	344	1.04
Receiving Institutions	Of Respondents Who Attended Further Studies	Tried to Transfer	%	100%	258	100%	1,077	1.00
		To BC Technical/Institute (Receiving)	%	10%	26	10%	111	0.98
		To BC University College (Receiving)	%	6%	15	8%	81	0.77
		To BC Urban College (Receiving)	%	5%	14	6%	61	0.96
		To BC Rural College (Receiving)	%	0%	1 [4]	1%	9 [4]	n/a
		To BC University (Receiving)	%	57%	147	53%	573	1.07
		To Out or BC University (Receiving)	%	4%	10	1%	12	n/a
		To Another Institution (Receiving)	%	17%	45	21%	229	0.82
Continuing Education Outcomes	Of Tried Transf	Experienced Transfer Problems	%	100%	258	0%	0	n/a
	Of Had Transfer Problem	All Courses Were Accepted	%	n/a	n/a	n/a	n/a	n/a
		1 or 2 Courses Were Not Accepted	%	n/a	n/a	n/a	n/a	n/a
		3 to 5 Courses Were Not Accepted	%	n/a	n/a	n/a	n/a	n/a
		6 or More Courses Were Not Accepted	%	n/a	n/a	n/a	n/a	n/a
		None of the Courses Were Transferred	%	n/a	n/a	n/a	n/a	n/a
		Some Courses Didn't Transfer	%	n/a	n/a	n/a	n/a	n/a
		Delay or Other Difficulty in Submitting Transcripts	%	n/a	n/a	n/a	n/a	n/a
		Getting an Assessment of TransferTook a Long Time to Complete	%	n/a	n/a	n/a	n/a	n/a
		Original Courses or Program Were Not Designed for Transfer	%	n/a	n/a	n/a	n/a	n/a
		Had Completed More Credits than Was Allowed to Transfer	%	n/a	n/a	n/a	n/a	n/a
		Didn't Know or Understand Transfer Requirements	%	n/a	n/a	n/a	n/a	n/a
		Received Unassigned Credit When Expected Specific Credit	%	n/a	n/a	n/a	n/a	n/a
		Had to Repeat One or More Courses that Were Already Passed	%	n/a	n/a	n/a	n/a	n/a
		Other Problems	%	n/a	n/a	n/a	n/a	n/a
		Number of Transfer Problems Experienced	Average	n/a	n/a	n/a	n/a	n/a
		Extent to Which Transfer Was a Problem	Scale 5-1	n/a	n/a	n/a	n/a	n/a
		Poor or Insufficient ADVICE from OLD Institution	%	n/a	n/a	n/a	n/a	n/a
		Slow or Inadequate SERVICE from OLD (Sending) Institution	%	n/a	n/a	n/a	n/a	n/a
		Poor or Insufficient ADVICE from NEW Institution	%	n/a	n/a	n/a	n/a	n/a
		Slow or Inadequate SERVICE from NEW (Receiving) Institution	%	n/a	n/a	n/a	n/a	n/a
		Attempted to Transfer Credential (or All Courses) as One Whole Block	%	n/a	n/a	n/a	n/a	n/a
	Of Transfer Block	Received All the Credits Expected For Block Transfer	%	n/a	n/a	n/a	n/a	n/a
	Of Continued Studies	Relation Between Past and Further Studies	Scale 4-1	3.45	258	3.60	1,076	0.96
		Extent to Which Prepared for Further Study	Scale 4-1	3.41	228	3.54	995	0.96
		Total Number of Respondents			**258**		**1,077**	

Notes:

[1] The shading of an indicator means that the values have a statistical significance. This means that there is a high level of confidence that the two groups are different.

[2] For scale indicators, a higher value indicates a more favourable rating. For example, for Scale 3-1, a value of "2.91" is more favourable, or positive, than a value of "2.11".

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Table 13.3: 1995 Students Attempting to Transfer Credits from Applied Programs - Had Transfer Problem vs Did Not Have Transfer Problem

		INDICATOR[2]		VALUES				INDEX[3]
				Applied Programs, Transfer Prob		Applied Programs, No Transfer Prob		
				Value	N	Value	N	
Skill Development	Satisfaction Level	Written Communication	Scale 3-1	2.35	235	2.38	977	0.99
		Oral Communication	Scale 3-1	2.38	235	2.39	989	1.00
		Teamwork	Scale 3-1	2.51	240	2.50	1,014	1.00
		Interpersonal Skills	Scale 3-1	2.46	241	2.45	998	1.01
		Analysis / Problem Solving	Scale 3-1	2.39	238	2.49	1,021	0.96
		Mathematics	**Scale 3-1**	**2.24**	**159**	**2.42**	**746**	**0.92**
		Use of Computers	**Scale 3-1**	**2.11**	**170**	**2.29**	**743**	**0.92**
		Use of Tools & Equipment	Scale 3-1	2.28	129	2.31	533	0.99
		Skills for Independent Learning	Scale 3-1	2.40	237	2.39	999	1.00
College Experience	Satisfaction Level	**Quality of Teaching**	**Scale 3-1**	**2.59**	**257**	**2.71**	**1,076**	**0.95**
		Organization of Program	**Scale 3-1**	**2.40**	**256**	**2.57**	**1,072**	**0.93**
		Practical Experience	Scale 3-1	2.15	229	2.20	953	0.98
		Textbooks & Learning Materials	Scale 3-1	2.38	253	2.45	1,069	0.97
		Library Materials	Scale 3-1	2.12	242	2.21	976	0.96
		Availability of Instructors Outside Class	Scale 3-1	2.69	253	2.69	1,057	1.00
		Computer Hardware and Software	Scale 3-1	2.19	174	2.29	772	0.96
		Equipment Other Than Computers	Scale 3-1	2.33	139	2.34	589	0.99
		Study Facilities on Campus	**Scale 3-1**	**2.19**	**242**	**2.33**	**1,025**	**0.94**
		Program and Career Counseling	**Scale 3-1**	**2.03**	**195**	**2.21**	**798**	**0.92**
		Places on Campus for Socializing	Scale 3-1	2.09	234	2.20	992	0.95
		Frequency of Activities with Other Students	Scale 4-1	3.07	257	2.96	1,076	1.04
		Program Work Load (5=Heavy)	Scale 5-1	3.44	257	3.50	1,074	0.98
Employment Outcomes	Of Resp	**In the Labour Force (Have/Looking for Job)**	**%**	**86%**	**223**	**79%**	**849**	**1.10**
		Employed	**%**	**79%**	**204**	**70%**	**756**	**1.13**
	Of Those in the Labour Force	In a Permanent Job (Got It After Studies	%	23%	51	29%	247	0.79
		Employed in a Non Training-Related Job	%	43%	96	39%	331	1.10
		Employed in a Training-Related Job	%	48%	108	50%	423	0.97
		Employed Full-Time (30 hrs or more weekly	%	65%	146	66%	559	0.99
		Employed Full-Time, Training-Related	%	36%	81	41%	349	0.88
		Employed Full-Time, non Training-Related	%	29%	65	25%	210	1.18
		Employed Part-Time	%	26%	58	23%	197	1.12
		Unemployed	%	9%	19	11%	93	0.78
	Of Empl FT	Gross Monthly Salary ($)	Average	$ 2,200	119	$ 2,200	456	0.98
		Gross Monthly Salary of Train-Rel Job ($)	Average	$ 2,300	65	$ 2,350	289	0.97
		Gross Monthly Salary of Non Train-Rel Job ($)	Average	$ 2,050	54	$ 2,000	167	1.04
Relation of Studies to Empl Outcomes	Of Very/ Somewhat Rel Job	**Extent to Which Work is as Expected**	**Scale 3-1**	**2.09**	**107**	**2.26**	**418**	**0.93**
		How Job Ready	Scale 4-1	3.09	79	3.27	307	0.94
	Of Employed	**Usefulness of Training in Getting Job**	**Scale 4-1**	**2.64**	**132**	**2.95**	**479**	**0.90**
		Usefulness of Training in Performing Job	Scale 4-1	2.60	202	2.76	749	0.94
		Total Number of Respondents			**258**		**1,077**	

Notes:

[1] The shading of an indicator means that the values have a statistical significance. This means that there is a high level of confidence that the two groups are different.

[2] For scale indicators, a higher value indicates a more favourable rating. For example, for Scale 3-1, a value of "2.91" is more favourable, or positive, than a value of "2.11"

[3] The "Index" value for each indicator is the value of one cohort group divided by the value of the other group. A value of "1.00" means that the two groups are equivalent. Indicator index values that are greater than "1.00" result when the left cohort group's value is greater than the right cohort group's value. Please note that all calculations use non-rounded cell numbers, rounding occurs only in the presentation of figures.

[4] Relatively small sample size, interpret result with caution.

n/a Not applicable or any value smaller than 3%.

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Table 14.1: 1995, 1996 and 1997 Students Attempting to Transfer Credits from Arts and Sciences Programs - Had Transfer Problem vs Did Not Have Transfer Problem

	INDICATOR[1,2]		VALUES				INDEX[3]
			Arts&Sci Programs, Transfer Prob		Arts&Sci Programs, No Transfer Prob		
			Value	N	Value	N	
Survey Year	1995 Survey	%	37%	540	36%	2,803	1.03
	1996 Survey	%	32%	465	33%	2,551	0.97
	1997 Survey	%	31%	444	31%	2,378	1.00
Program of Studies	In Applied Programs	%	0%	0	0%	0	n/a
	In Applied Program, 0-6 Months	%	0%	0	0%	0	n/a
	In Applied Program, 7-12 Months	%	0%	0	0%	0	n/a
	In Applied Program, 13-36 Months	%	0%	0	0%	0	n/a
	In Applied Program, Upper Division	%	0%	0	0%	0	n/a
	In Arts and Sciences Programs	%	100%	1,449	100%	7,732	n/a
	In Arts Program, Lower Division	%	97%	1,400	98%	7,567	0.99
	In Arts Program, Upper Division	%	3%	49	2%	165	n/a
Aggregation of CIP Coded Programs	Arts and Sciences	%	100%	1,449	100%	7,732	1.00
	Business and Management	%	0%	0	0%	0	n/a
	Construction, Mechanical and Transportation	%	0%	0	0%	0	n/a
	Education and Library Science	%	0%	0	0%	0	n/a
	Engineering, Electronics, Computer Tech and Natural Resources	%	0%	0	0%	0	n/a
	Legal, Social, Home Economics, Hospitality and Service	%	0%	0	0%	0	n/a
	Nursing and Health	%	0%	0	0%	0	n/a
	Visual, Fine Arts and Communications	%	0%	0	0%	0	n/a
Attributes of Survey Respondents — Demographics	Female	%	59%	847	57%	4,438	1.02
	Age at Time of Survey (Years)	Average	24.03	1,447	24.23	7,722	0.99
	Age <21	**%**	**19%**	**280**	**23%**	**1,782**	**0.85**
	Age <23, >=21	**%**	**42%**	**603**	**36%**	**2,786**	**1.16**
	Age <25, >=23	%	16%	238	18%	1,361	0.93
	Age >=25	%	23%	326	24%	1,833	0.95
	Disabled	%	4%	45	3%	146	n/a
	Visible Minority	**%**	**12%**	**179**	**16%**	**1,260**	**0.76**
	Aboriginal Only	%	2%	27	2%	178	n/a
Prev Educ	Previously Completed High School	%	96%	1,397	96%	7,425	1.00
	Previously Completed Certificate or Diploma	%	6%	87	6%	426	1.09
	Previously Completed Degree (University)	%	0%	7 [4]	1%	61	n/a
	Previously Completed Certificate, Diploma or Degree	%	6%	90	6%	483	0.99
Prev Work	Had Current Job Before/During Studies	%	28%	402	27%	2,098	1.02
	Related Work Experience Before/During	%	17%	244	15%	1,130	1.15
	Completed Requirements for Program Credential	%	21%	301	21%	1,599	1.01
	In a Cooperative Education Program (Student's Declaration Only)	%	1%	19	1%	90	n/a
	In a Cooperative Education Program (Student & MoEST Declaration)	%	0%	0	0%	10	n/a
Reason for Enrolling / Leaving — Main Reason Enrolling	Job Skills	%	14%	205	14%	1,082	1.01
	Degree Attainment	**%**	**45%**	**640**	**51%**	**3,905**	**0.88**
	Degree Attainment and Job Skills	%	7%	100	5%	408	1.31
	Other Reason	**%**	**34%**	**486**	**30%**	**2,258**	**1.15**
Main Reason Leaving	Completed All the Credits I Could	%	25%	366	27%	2,056	0.95
	Changed Mind about Program/Job Goal	%	4%	58	4%	270	1.15
	Transferred to/Qualified for Admission	%	69%	997	72%	5,537	0.96
	Disappointed With Program	**%**	**7%**	**95**	**3%**	**259**	**1.96**
	Disappointed With Own Performance	%	0%	7 [4]	0%	24	n/a
	Got a Job	%	1%	11	1%	66	n/a
	Job Situation Changed	%	0%	1 [4]	0%	0	n/a
	Convenience (e.g. Transportation, Scheduling)	%	2%	27	2%	137	n/a
	Personal Circumstances	%	4%	58	3%	241	1.28
	Reasons for Leaving, Other	%	11%	162	9%	709	1.22
Overall Satisfaction	Main Reason for Enrolling Met	Scale 4-1	3.26	1,432	3.39	7,637	0.96
	Overall Satisfaction with Studies	**Scale 4-1**	**n/a**	**n/a**	**n/a**	**n/a**	**n/a**
	Total Number of Respondents			**1,449**		**7,732**	

Notes:

[1] The shading of an indicator means that the values have a statistical significance. This means that there is a high level of confidence that the two groups are different.

[2] For scale indicators, a higher value indicates a more favourable rating. For example, for Scale 3-1, a value of "2.91" is more favourable, or positive, than a value of "2.11"

[3] The "Index" value for each indicator is the value of one cohort group divided by the value of the other group. A value of "1.00" means that the two groups are equivalent. Indicator index values that are greater than "1.00" result when the left cohort group's value is greater than the right cohort group's value. Please note that all calculations use non-rounded cell numbers; rounding occurs only in the presentation of figures.

[4] Relatively small sample size, interpret result with caution.

n/a Not applicable or any value smaller than 3%.

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Table 14.1: 1995, 1996 and 1997 Students Attempting to Transfer Credits from Arts and Sciences Programs - Had Transfer Problem vs Did Not Have Transfer Problem

		INDICATOR[1,2]		VALUES: Arts&Sci Programs: Transfer Prob		VALUES: Arts&Sci Programs: No Transfer Prob		INDEX[3]
				Value	N	Value	N	
Further Studies	Of Resp	Attended Further Studies at a Different Institution	%	100%	1,449	100%	7,732	1.00
		Currently Studying	%	83%	1,201	83%	6,400	1.00
Sending Institutions	Of Respondents	From Technical/Institute (Sending)	%	0%	2[4]	0%	6[4]	n/a
		From University College (Sending)	**%**	**42%**	**605**	**37%**	**2,823**	**1.14**
		From Urban College (Sending)	**%**	**45%**	**645**	**51%**	**3,961**	**0.87**
		From Rural College (Sending)	%	14%	197	12%	942	1.12
		From Another Institution (Sending)	%	0%	0	0%	0	n/a
		GPA	Average	2.90	1,446	2.94	7,717	0.99
		GPA <=2.4	**%**	**12%**	**170**	**9%**	**702**	**1.29**
		GPA >2.4, <=2.7	%	17%	241	16%	1,205	1.07
		GPA >2.7, <=3.1	%	52%	751	53%	4,109	0.98
		GPA >3.1	%	20%	284	22%	1,701	0.89
		Credits	**Average**	**52.65**	**1,354**	**49.50**	**7,134**	**1.06**
		Credits <=24	%	3%	46	5%	338	0.72
		Credits >24, <=36	**%**	**23%**	**305**	**29%**	**2,064**	**0.78**
		Credits >36, <=60	%	47%	641	44%	3,156	1.07
		Credits >60	**%**	**27%**	**362**	**22%**	**1,576**	**1.21**
Receiving Institutions	Of Respondents Who Attended Further Studies	Tried to Transfer	%	100%	1,449	100%	7,732	1.00
		To BC Technical/Institute (Receiving)	%	2%	35	3%	258	n/a
		To BC University College (Receiving)	%	4%	60	5%	374	0.86
		To BC Urban College (Receiving)	%	3%	39	3%	244	n/a
		To BC Rural College (Receiving)	%	0%	6[4]	1%	45	n/a
		To BC University (Receiving)	%	78%	1,134	80%	6,144	0.98
		To Out or BC University (Receiving)	**%**	**6%**	**93**	**4%**	**277**	**1.79**
		To Another Institution (Receiving)	%	6%	81	5%	382	1.13
Continuing Education Outcomes	Of Tried Transf	Experienced Transfer Problems	%	100%	1,449	0%	0	n/a
	Of Had Transfer Problem	All Courses Were Accepted	%	n/a	n/a	n/a	n/a	n/a
		1 or 2 Courses Were Not Accepted	%	n/a	n/a	n/a	n/a	n/a
		3 to 5 Courses Were Not Accepted	%	n/a	n/a	n/a	n/a	n/a
		6 or More Courses Were Not Accepted	%	n/a	n/a	n/a	n/a	n/a
		None of the Courses Were Transferred	%	n/a	n/a	n/a	n/a	n/a
		Some Courses Didn't Transfer	%	n/a	n/a	n/a	n/a	n/a
		Delay or Other Difficulty in Submitting Transcripts	%	n/a	n/a	n/a	n/a	n/a
		Getting an Assessment of TransferTook a Long Time to Complete	%	n/a	n/a	n/a	n/a	n/a
		Original Courses or Program Were Not Designed for Transfer	%	n/a	n/a	n/a	n/a	n/a
		Had Completed More Credits than Was Allowed to Transfer	%	n/a	n/a	n/a	n/a	n/a
		Didn't Know or Understand Transfer Requirements	%	n/a	n/a	n/a	n/a	n/a
		Received Unassigned Credit When Expected Specific Credit	%	n/a	n/a	n/a	n/a	n/a
		Had to Repeat One or More Courses that Were Already Passed	%	n/a	n/a	n/a	n/a	n/a
		Other Problems	%	n/a	n/a	n/a	n/a	n/a
		Number of Transfer Problems Experienced	Average	3.25	n/a	n/a	n/a	n/a
		Extent to Which Transfer Was a Problem	Scale 5-1	3.25	n/a	n/a	n/a	n/a
		Poor or Insufficient ADVICE from OLD Institution	%	n/a	n/a	n/a	n/a	n/a
		Slow or Inadequate SERVICE from OLD (Sending) Institution	%	n/a	n/a	n/a	n/a	n/a
		Poor or Insufficient ADVICE from NEW Institution	%	n/a	n/a	n/a	n/a	n/a
		Slow or Inadequate SERVICE from NEW (Receiving) Institution	%	n/a	n/a	n/a	n/a	n/a
		Attempted to Transfer Credential (or All Courses) as One Whole Block	%	n/a	n/a	n/a	n/a	n/a
	Of Transfer Block	Received All the Credits Expected For Block Transfer	%	n/a	n/a	n/a	n/a	n/a
	Of Continued Studies	Relation Between Past and Further Studies	Scale 4-1	3.34	1,443	3.39	7,710	0.98
		Extent to Which Prepared for Further Study	Scale 4-1	3.39	1,326	3.49	7,119	0.97
		Total Number of Respondents			**1,449**		**7,732**	

Notes:

[1] The shading of an indicator means that the values have a statistical significance. This means that there is a high level of confidence that the two groups are different.

[2] For scale indicators, a higher value indicates a more favourable rating. For example, for Scale 3-1, a value of "2.91" is more favourable, or positive, than a value of "2.11"

[3] The "Index" value for each indicator is the value of one cohort group divided by the value of the other group. A value of "1.00" means that the two groups are equivalent. Indicator index values that are greater than "1.00" result when the left cohort group's value is greater than the right cohort group's value. Please note that all calculations use non-rounded cell numbers; rounding occurs only in the presentation of figures.

[4] Relatively small sample size, interpret result with caution.

n/a Not applicable or any value smaller than 3%.

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Table 14.1: 1995, 1996 and 1997 Students Attempting to Transfer Credits from Arts and Sciences Programs - Had Transfer Problem vs Did Not Have Transfer Problem

		INDICATOR[1,2]		VALUES				INDEX[3]
				Arts&Sci Programs: Transfer Prob		Arts&Sci Programs: No Transfer Prob		
				Value	N	Value	N	
Skill Development	Satisfaction Level	Written Communication	Scale 3-1	2.41	1,375	2.48	7,299	0.97
		Oral Communication	Scale 3-1	2.28	1,273	2.31	6,762	0.99
		Teamwork	Scale 3-1	2.30	907	2.30	4,755	1.00
		Interpersonal Skills	Scale 3-1	2.39	1,307	2.40	6,920	1.00
		Analysis / Problem Solving	Scale 3-1	2.38	1,329	2.44	7,149	0.98
		Mathematics	Scale 3-1	2.32	854	2.42	4,538	0.96
		Use of Computers	**Scale 3-1**	**1.98**	**772**	**2.08**	**3,797**	**0.95**
		Use of Tools & Equipment	Scale 3-1	2.14	626	2.18	3,092	0.98
		Skills for Independent Learning	Scale 3-1	2.34	1,333	2.42	7,252	0.97
College Experience	Satisfaction Level	Quality of Teaching	Scale 3-1	2.68	1,446	2.74	7,697	0.98
		Organization of Program	**Scale 3-1**	**2.46**	**1,420**	**2.62**	**7,589**	**0.94**
		Practical Experience	**Scale 3-1**	**1.99**	**1,133**	**2.09**	**5,915**	**0.95**
		Textbooks & Learning Materials	Scale 3-1	2.40	1,445	2.50	7,691	0.96
		Library Materials	**Scale 3-1**	**2.04**	**1,401**	**2.18**	**7,467**	**0.94**
		Availability of Instructors Outside Class	Scale 3-1	2.71	1,425	2.75	7,553	0.99
		Computer Hardware and Software	**Scale 3-1**	**2.07**	**882**	**2.22**	**4,487**	**0.93**
		Equipment Other Than Computers	Scale 3-1	2.20	786	2.27	3,999	0.97
		Study Facilities on Campus	**Scale 3-1**	**2.18**	**1,402**	**2.31**	**7,429**	**0.94**
		Program and Career Counseling	**Scale 3-1**	**1.97**	**1,171**	**2.22**	**5,918**	**0.89**
		Places on Campus for Socializing	**Scale 3-1**	**2.10**	**1,379**	**2.22**	**7,295**	**0.95**
		Frequency of Activities with Other Students	Scale 4-1	2.98	1,445	2.91	7,703	1.02
		Program Work Load (5=Heavy)	Scale 5-1	3.19	1,445	3.20	7,690	1.00
Employment Outcomes	Of Resp	**In the Labour Force (Have/Looking for Job)**	**%**	**69%**	**1,000**	**65%**	**5,029**	**1.06**
	Of Those in the Labour Force	Employed	%	61%	883	58%	4,456	1.06
		In a Permanent Job (Got It After Studies	%	18%	178	19%	944	0.95
		Employed in a Non Training-Related Job	%	69%	694	70%	3,525	0.99
		Employed in a Training-Related Job	%	19%	187	18%	910	1.03
		Employed Full-Time (30 hrs or more weekly	%	51%	513	49%	2,450	1.05
		Employed Full-Time, Training-Relatec	%	13%	126	13%	636	1.00
		Employed Full-Time, non Training-Relatec	%	39%	387	36%	1,814	1.07
		Employed Part-Time	%	37%	370	40%	2,006	0.93
		Unemployed	%	12%	117	11%	573	1.03
	Of Empl FT	Gross Monthly Salary ($)	Average	$ 1,900	361	$ 1,900	1,730	1.00
		Gross Monthly Salary of Train-Rel Job ($)	Average	$ 2,250	90	$ 2,200	463	1.01
		Gross Monthly Salary of Non Train-Rel Job ($)	Average	$ 1,800	271	$ 1,800	1,266	1.00
Relation of Studies to Empl Outcomes	Of Very/ Somewhat Rel Job	Extent to Which Work is as Expectec	Scale 3-1	2.10	171	2.13	871	0.99
		How Job Ready	Scale 4-1	2.93	120	3.01	599	0.98
	Of Employed	**Usefulness of Training in Getting Job**	**Scale 4-1**	**1.92**	**475**	**2.09**	**2,328**	**0.92**
		Usefulness of Training in Performing Job	Scale 4-1	2.01	877	2.06	4,400	0.98
		Total Number of Respondents			**1,449**		**7,732**	

Notes:

[1] The shading of an indicator means that the values have a statistical significance. This means that there is a high level of confidence that the two groups are different.

[2] For scale indicators, a higher value indicates a more favourable rating. For example, for Scale 3-1, a value of "2.91" is more favourable, or positive, than a value of "2.11"

[3] The "Index" value for each indicator is the value of one cohort group divided by the value of the other group. A value of "1.00" means that the two groups are equivalent. Indicator index values that are greater than "1.00" result when the left cohort group's value is greater than the right cohort group's value. Please note that all calculations use non-rounded cell numbers; rounding occurs only in the presentation of figures.

[4] Relatively small sample size, interpret result with caution.

n/a Not applicable or any value smaller than 3%.

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Table 14.2: 1996 Students Attempting to Transfer Credits from Arts and Sciences Programs - Had Transfer Problem vs Did Not Have Transfer Problem

		INDICATOR[1,2]		VALUES				INDEX[3]
				Arts&Sci Programs, Transfer Prob		Arts&Sci Programs, No Transfer Prob		
				Value	N	Value	N	
Survey Year		1995 Survey	%	0%	0	0%	0	n/a
		1996 Survey	%	100%	465	100%	2,551	1.00
		1997 Survey	%	0%	0	0%	0	n/a
Program of Studies		In Applied Programs	%	0%	0	0%	0	n/a
		In Applied Program, 0-6 Months	%	0%	0	0%	0	n/a
		In Applied Program, 7-12 Months	%	0%	0	0%	0	n/a
		In Applied Program, 13-36 Months	%	0%	0	0%	0	n/a
		In Applied Program, Upper Division	%	0%	0	0%	0	n/a
		In Arts and Sciences Programs	%	100%	465	100%	2,551	n/a
		In Arts Program, Lower Division	%	96%	445	97%	2,477	0.99
		In Arts Program, Upper Division	%	4%	20	3%	74	n/a
	Aggregation of CIP Coded Programs	Arts and Sciences	%	100%	465	100%	2,551	1.00
		Business and Management	%	0%	0	0%	0	n/a
		Construction, Mechanical and Transportation	%	0%	0	0%	0	n/a
		Education and Library Science	%	0%	0	0%	0	n/a
		Engineering, Electronics, Computer Tech and Natural Resources	%	0%	0	0%	0	n/a
		Legal, Social, Home Economics, Hospitality and Service	%	0%	0	0%	0	n/a
		Nursing and Health	%	0%	0	0%	0	n/a
		Visual, Fine Arts and Communications	%	0%	0	0%	0	n/a
Attributes of Survey Respondents	Demographics	Female	%	55%	254	58%	1,468	0.95
		Age at Time of Survey (Years)	Average	23.78	464	24.12	2,546	0.99
		Age <21	%	22%	100	24%	601	0.91
		Age <23, >=21	%	40%	186	36%	920	1.11
		Age <25, >=23	%	15%	71	17%	429	0.91
		Age >=25	%	23%	107	23%	596	0.99
		Disabled	%	3%	15	3%	75	n/a
		Visible Minority	**%**	**16%**	**74**	**22%**	**548**	**0.74**
		Aboriginal Only	%	2%	10	2%	61	n/a
	Prev Educ	Previously Completed High School	%	96%	448	96%	2,445	1.01
		Previously Completed Certificate or Diploma	%	4%	18	6%	143	0.69
		Previously Completed Degree (University)	%	0%	1 [4]	1%	22	n/a
		Previously Completed Certificate, Diploma or Degree	%	4%	19	6%	163	0.64
	Prev Work	Had Current Job Before/During Studies	%	25%	118	25%	628	1.03
		Related Work Experience Before/During	%	14%	65	10%	267	1.34
		Completed Requirements for Program Credential	%	20%	89	20%	509	0.97
		In a Cooperative Education Program (Student's Declaration Only)	%	1%	5 [4]	2%	43	n/a
		In a Cooperative Education Program (Student & MoEST Declaration)	%	0%	0	0%	4 [4]	n/a
Reason for Enrolling / Leaving	Main Reason Enrolling	Job Skills	%	16%	71	16%	413	0.95
		Degree Attainment	**%**	**42%**	**191**	**49%**	**1,238**	**0.85**
		Degree Attainment and Job Skills	%	6%	29	6%	155	1.03
		Other Reason	**%**	**36%**	**165**	**28%**	**714**	**1.28**
	Main Reason Leaving	Completed All the Credits I Could	%	22%	104	24%	616	0.93
		Changed Mind about Program/Job Goal	%	3%	16	4%	94	0.94
		Transferred to/Qualified for Admission	**%**	**62%**	**288**	**70%**	**1,788**	**0.89**
		Disappointed With Program	**%**	**10%**	**48**	**5%**	**117**	**2.25**
		Disappointed With Own Performance	%	0%	2 [4]	0%	5 [4]	n/a
		Got a Job	%	1%	6 [4]	1%	30	n/a
		Job Situation Changed	%	0%	0	0%	0	n/a
		Convenience (e.g. Transportation, Scheduling)	%	2%	9 [4]	2%	48	n/a
		Personal Circumstances	%	6%	26	5%	124	1.15
		Reasons for Leaving: Other	**%**	**16%**	**75**	**11%**	**286**	**1.44**
Overall Satisfaction		**Main Reason for Enrolling Met**	**Scale 4-1**	**3.19**	**457**	**3.37**	**2,517**	**0.95**
		Overall Satisfaction with Studies	**Scale 4-1**	**3.13**	**463**	**3.31**	**2,550**	**0.95**
		Total Number of Respondents			**465**		**2,551**	

Notes:

[1] The shading of an indicator means that the values have a statistical significance. This means that there is a high level of confidence that the two groups are different.

[2] For scale indicators, a higher value indicates a more favourable rating. For example, for Scale 3-1, a value of "2.91" is more favourable, or positive, than a value of "2.11"

[3] The "Index" value for each indicator is the value of one cohort group divided by the value of the other group. A value of "1.00" means that the two groups are equivalent. Indicator index values that are greater than "1.00" result when the left cohort group's value is greater than the right cohort group's value. Please note that all calculations use non-rounded cell numbers, rounding occurs only in the presentation of figures.

[4] Relatively small sample size, interpret result with caution

n/a Not applicable or any value smaller than 3%.

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Table 14.2: 1996 Students Attempting to Transfer Credits from Arts and Sciences Programs - Had Transfer Problem vs Did Not Have Transfer Problem

		INDICATOR[1,2]		VALUES				INDEX[3]
				Arts&Sci Programs, Transfer Prob		Arts&Sci Programs, No Transfer Prob		
				Value	N	Value	N	
Further Studies	Of Resp	Attended Further Studies at a Different Institution	%	100%	465	100%	2,551	1.00
		Currently Studying	%	92%	429	92%	2,356	1.00
Sending Institutions	Of Respondents	From Technical/Institute (Sending)	%	0%	1 [4]	0%	2 [4]	n/a
		From University College (Sending)	**%**	**42%**	**194**	**35%**	**897**	**1.19**
		From Urban College (Sending)	**%**	**44%**	**204**	**53%**	**1,349**	**0.83**
		From Rural College (Sending)	%	14%	66	12%	303	1.19
		From Another Institution (Sending)	%	0%	0	0%	0	n/a
		GPA	Average	2.88	464	2.92	2,544	0.99
		GPA <=2.4	%	11%	53	9%	233	1.25
		GPA >2.4, <=2.7	%	26%	119	23%	592	1.10
		GPA >2.7, <=3.1	%	38%	177	40%	1,005	0.97
		GPA >3.1	%	25%	115	28%	714	0.88
		Credits	Average	53.00	464	50.58	2,549	1.05
		Credits <=24	%	3%	14	5%	138	0.56
		Credits >24, <=36	%	23%	108	29%	737	0.81
		Credits >36, <=60	%	47%	219	43%	1,093	1.10
		Credits >60	%	27%	123	23%	581	1.16
Receiving Institutions	Of Respondents Who Attended Further Studies	Tried to Transfer	%	100%	465	100%	2,551	1.00
		To BC Technical/Institute (Receiving)	%	2%	10	3%	74	n/a
		To BC University College (Receiving)	%	3%	15	5%	136	0.61
		To BC Urban College (Receiving)	%	2%	9 [4]	3%	83	n/a
		To BC Rural College (Receiving)	%	0%	1 [4]	1%	15	n/a
		To BC University (Receiving)	%	80%	371	80%	2,039	1.00
		To Out or BC University (Receiving)	**%**	**9%**	**41**	**5%**	**130**	**1.73**
		To Another Institution (Receiving)	%	4%	17	3%	71	n/a
Continuing Education Outcomes	Of Tried Transf	Experienced Transfer Problems	%	100%	465	0%	0	n/a
	Of Had Transfer Problem	All Courses Were Accepted	%	n/a	n/a	n/a	n/a	n/a
		1 or 2 Courses Were Not Accepted	%	n/a	n/a	n/a	n/a	n/a
		3 to 5 Courses Were Not Accepted	%	n/a	n/a	n/a	n/a	n/a
		6 or More Courses Were Not Accepted	%	n/a	n/a	n/a	n/a	n/a
		None of the Courses Were Transferred	%	n/a	n/a	n/a	n/a	n/a
		Some Courses Didn't Transfer	%	n/a	n/a	n/a	n/a	n/a
		Delay or Other Difficulty in Submitting Transcripts	%	n/a	n/a	n/a	n/a	n/a
		Getting an Assessment of TransferTook a Long Time to Complete	%	n/a	n/a	n/a	n/a	n/a
		Original Courses or Program Were Not Designed for Transfer	%	n/a	n/a	n/a	n/a	n/a
		Had Completed More Credits than Was Allowed to Transfer	%	n/a	n/a	n/a	n/a	n/a
		Didn't Know or Understand Transfer Requirements	%	n/a	n/a	n/a	n/a	n/a
		Received Unassigned Credit When Expected Specific Credit	%	n/a	n/a	n/a	n/a	n/a
		Had to Repeat One or More Courses that Were Already Passed	%	n/a	n/a	n/a	n/a	n/a
		Other Problems	%	n/a	n/a	n/a	n/a	n/a
		Number of Transfer Problems Experienced	Average	n/a	n/a	n/a	n/a	n/a
		Extent to Which Transfer Was a Problem	Scale 5-1	n/a	n/a	n/a	n/a	n/a
		Poor or Insufficient ADVICE from OLD Institution	%	n/a	n/a	n/a	n/a	n/a
		Slow or Inadequate SERVICE from OLD (Sending) Institution	%	n/a	n/a	n/a	n/a	n/a
		Poor or Insufficient ADVICE from NEW Institution	%	n/a	n/a	n/a	n/a	n/a
		Slow or Inadequate SERVICE from NEW (Receiving) Institution	%	n/a	n/a	n/a	n/a	n/a
		Attempted to Transfer Credential (or All Courses) as One Whole Block	%	n/a	n/a	n/a	n/a	n/a
	Of Transfer Block	Received All the Credits Expected For Block Transfer	%	n/a	n/a	n/a	n/a	n/a
	Of Continued Studies	Relation Between Past and Further Studies	Scale 4-1	3.36	461	3.39	2,544	0.99
		Extent to Which Prepared for Further Study	Scale 4-1	3.40	411	3.50	2,288	0.97
		Total Number of Respondents			**465**		**2,551**	

Notes:

[1] The shading of an indicator means that the values have a statistical significance. This means that there is a high level of confidence that the two groups are different.

[2] For scale indicators, a higher value indicates a more favourable rating. For example, for Scale 3-1, a value of "2.91" is more favourable, or positive, than a value of "2.11"

[3] The "Index" value for each indicator is the value of one cohort group divided by the value of the other group. A value of "1.00" means that the two groups are equivalent. Indicator index values that are greater than "1.00" result when the left cohort group's value is greater than the right cohort group's value. Please note that all calculations use non-rounded cell numbers; rounding occurs only in the presentation of figures.

[4] Relatively small sample size, interpret result with caution.

n/a Not applicable or any value smaller than 3%.

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Table 14.2: 1996 Students Attempting to Transfer Credits from Arts and Sciences Programs - Had Transfer Problem vs Did Not Have Transfer Problem

		INDICATOR[1,2]		VALUES				INDEX[3]
				Arts&Sci Programs, Transfer Prob		Arts&Sci Programs, No Transfer Prob		
				Value	N	Value	N	
Skill Development	Satisfaction Level	Written Communication	Scale 3-1	2.39	434	2.49	2,389	0.96
		Oral Communication	Scale 3-1	2.28	413	2.31	2,280	0.99
		Teamwork	Scale 3-1	2.26	425	2.29	2,274	0.98
		Interpersonal Skills	Scale 3-1	2.37	421	2.36	2,261	1.00
		Analysis / Problem Solving	Scale 3-1	2.36	421	2.39	2,325	0.99
		Mathematics	Scale 3-1	2.33	280	2.43	1,515	0.96
		Use of Computers	Scale 3-1	1.99	266	2.05	1,306	0.97
		Use of Tools & Equipment	Scale 3-1	2.13	206	2.15	1,025	0.99
		Skills for Independent Learning	Scale 3-1	2.32	429	2.40	2,400	0.97
College Experience	Satisfaction Level	Quality of Teaching	Scale 3-1	2.69	464	2.73	2,545	0.99
		Organization of Program	**Scale 3-1**	**2.48**	**448**	**2.61**	**2,507**	**0.95**
		Practical Experience	**Scale 3-1**	**2.01**	**358**	**2.12**	**1,952**	**0.95**
		Textbooks & Learning Materials	Scale 3-1	2.42	465	2.50	2,543	0.97
		Library Materials	**Scale 3-1**	**2.00**	**445**	**2.17**	**2,481**	**0.92**
		Availability of Instructors Outside Class	Scale 3-1	2.73	459	2.75	2,515	0.99
		Computer Hardware and Software	Scale 3-1	2.11	299	2.20	1,509	0.96
		Equipment Other Than Computers	Scale 3-1	2.20	252	2.24	1,323	0.98
		Study Facilities on Campus	Scale 3-1	2.21	448	2.30	2,469	0.96
		Program and Career Counseling	**Scale 3-1**	**1.99**	**365**	**2.22**	**1,972**	**0.90**
		Places on Campus for Socializing	**Scale 3-1**	**2.11**	**445**	**2.22**	**2,447**	**0.95**
		Frequency of Activities with Other Students	Scale 4-1	2.93	465	2.87	2,544	1.02
		Program Work Load (5=Heavy)	Scale 5-1	3.16	464	3.22	2,545	0.98
Employment Outcomes[4]	Of Resp	In the Labour Force (Have/Looking for Job)	%	56%	262	52%	1,314	1.09
		Employed	%	51%	236	47%	1,195	1.08
	Of Those In the Labour Force	In a Permanent Job (Got It After Studies	%	20%	53	21%	270	0.98
		Employed in a Non Training-Related Job	%	73%	190	73%	954	1.00
		Employed in a Training-Related Job	%	17%	45	18%	239	0.94
		Employed Full-Time (30 hrs or more weekly	%	32%	84	31%	403	1.05
		Employed Full-Time, Training-Related	%	7%	19	11%	144	0.66
		Employed Full-Time, non Training-Related	%	25%	65	20%	259	1.26
		Employed Part-Time	%	58%	152	60%	792	0.96
		Unemployed	%	10%	26	9%	119	1.10
	Of Empl FT	Gross Monthly Salary ($)	Average	$ 2,300	49	$ 2,050	261	1.11
		Gross Monthly Salary of Train-Rel Job ($)	Average	$ 2,800	11	$ 2,350	96	1.18
		Gross Monthly Salary of Non Train-Rel Job ($)	Average	$ 2,150	38	$ 1,900	165	1.14
Relation of Studies to Empl Outcomes	Of Very/ Somewhat Rel Job	Extent to Which Work is as Expected	Scale 3-1	1.97	38	2.13	218	0.93
		How Job Ready	Scale 4-1	2.92	25	2.96	146	0.99
	Of Employed	**Usefulness of Training in Getting Job**	**Scale 4-1**	**1.73**	**115**	**2.13**	**563**	**0.81**
		Usefulness of Training in Performing Job	Scale 4-1	1.96	234	2.04	1,185	0.96
		Total Number of Respondents			**465**		**2,551**	

Notes:

[1] The shading of an indicator means that the values have a statistical significance. This means that there is a high level of confidence that the two groups are different.

[2] For scale indicators, a higher value indicates a more favourable rating. For example, for Scale 3-1, a value of "2.91" is more favourable, or positive, than a value of "2.11"

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[4] Relatively small sample size, interpret result with caution.

n/a Not applicable or any value smaller than 3%

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Table 14.3: 1995 Students Attempting to Transfer Credits from Arts and Sciences Programs - Had Transfer Problem vs Did Not Have Transfer Problem

		INDICATOR[1,2]		VALUES				INDEX[3]
				Arts&Sci Programs, Transfer Prob		Arts&Sci Programs, No Transfer Prob		
				Value	N	Value	N	
Survey Year		1995 Survey	%	100%	540	100%	2,803	1.00
		1996 Survey	%	0%	0	0%	0	n/a
		1997 Survey	%	0%	0	0%	0	n/a
Program of Studies		In Applied Programs	%	0%	0	0%	0	n/a
		In Applied Program, 0-6 Months	%	0%	0	0%	0	n/a
		In Applied Program, 7-12 Months	%	0%	0	0%	0	n/a
		In Applied Program, 13-36 Months	%	0%	0	0%	0	n/a
		In Applied Program, Upper Division	%	0%	0	0%	0	n/a
		In Arts and Sciences Programs	%	100%	540	100%	2,803	n/a
		In Arts Program, Lower Division	%	**96%**	521	**98%**	2,756	0.98
		In Arts Program, Upper Division	%	4%	19	2%	47	n/a
	Aggregation of CIP Coded Programs	Arts and Sciences	%	100%	540	100%	2,803	1.00
		Business and Management	%	0%	0	0%	0	n/a
		Construction, Mechanical and Transportation	%	0%	0	0%	0	n/a
		Education and Library Science	%	0%	0	0%	0	n/a
		Engineering, Electronics, Computer Tech and Natural Resources	%	0%	0	0%	0	n/a
		Legal, Social, Home Economics, Hospitality and Service	%	0%	0	0%	0	n/a
		Nursing and Health	%	0%	0	0%	0	n/a
		Visual, Fine Arts and Communications	%	0%	0	0%	0	n/a
Attributes of Survey Respondents	Demographics	Female	%	59%	318	58%	1,626	1.02
		Age at Time of Survey (Years)	Average	23.77	539	24.02	2,802	0.99
		Age <21	%	**18%**	98	**24%**	681	**0.75**
		Age <23, >=21	%	**46%**	248	**35%**	976	**1.32**
		Age <25, >=23	%	17%	90	19%	532	0.88
		Age >=25	%	19%	103	22%	613	0.87
		Disabled	%	6%	30	3%	71	n/a
		Visible Minority	%	**18%**	99	**24%**	652	**0.78**
		Aboriginal Only	%	2%	11	2%	57	n/a
	Prev Educ	Previously Completed High School	%	97%	524	96%	2,693	1.01
		Previously Completed Certificate or Diploma	%	7%	39	5%	152	1.33
		Previously Completed Degree (University)	%	0%	2 *	1%	21	n/a
		Previously Completed Certificate, Diploma or Degree	%	7%	39	6%	173	1.17
	Prev Work	Had Current Job Before/During Studies	%	28%	151	28%	780	1.00
		Related Work Experience Before/During	%	19%	103	18%	497	1.08
		Completed Requirements for Program Credential	%	18%	95	19%	528	0.93
		In a Cooperative Education Program (Student's Declaration Only)	%	0%	0	0%	0	n/a
		In a Cooperative Education Program (Student & MoEST Declaration)	%	0%	0	0%	0	n/a
Reason for Enrolling / Leaving	Main Reason Enrolling	Job Skills	%	12%	64	11%	293	1.14
		Degree Attainment	%	**47%**	251	**54%**	1,520	**0.86**
		Degree Attainment and Job Skills	%	**6%**	30	**3%**	84	**1.86**
		Other Reason	%	36%	191	32%	892	1.11
	Main Reason Leaving	Completed All the Credits I Could	%	24%	131	25%	697	0.97
		Changed Mind about Program/Job Goal	%	4%	19	2%	59	n/a
		Transferred to/Qualified for Admission	%	73%	394	74%	2,080	0.98
		Disappointed With Program	%	5%	27	3%	86	1.63
		Disappointed With Own Performance	%	0%	1 *	0%	6 *	n/a
		Got a Job	%	1%	4 *	1%	19	n/a
		Job Situation Changed	%	0%	0	0%	0	n/a
		Convenience (e.g. Transportation, Scheduling)	%	1%	8 *	1%	24	n/a
		Personal Circumstances	%	3%	16	2%	56	n/a
		Reasons for Leaving, Other	%	8%	43	6%	171	1.30
Overall Satis-faction		Main Reason for Enrolling Met	Scale 4-1	3.35	536	3.45	2,769	0.97
		Overall Satisfaction with Studies	Scale 4-1	n/a	n/a	n/a	n/a	n/a
		Total Number of Respondents			**540**		**2,803**	

Notes:

[1] The shading of an indicator means that the values have a statistical significance. This means that there is a high level of confidence that the two groups are different.

[2] For scale indicators, a higher value indicates a more favourable rating. For example, for Scale 3-1, a value of "2.91" is more favourable, or positive, than a value of "2.11".

[3] The "Index" value for each indicator is the value of one cohort group divided by the value of the other group. A value of "1.00" means that the two groups are equivalent. Indicator index values that are greater than "1.00" result when the left cohort group's value is greater than the right cohort group's value. Please note that all calculations use non-rounded cell numbers; rounding occurs only in the presentation of figures.

* Relatively small sample size, interpret result with caution.

n/a Not applicable or any value smaller than 3%.

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Table 14.3: 1995 Students Attempting to Transfer Credits from Arts and Sciences Programs - Had Transfer Problem vs Did Not Have Transfer Problem

		INDICATOR[1,2]		VALUES				INDEX[3]
				Arts&Sci Programs Transfer Prob		Arts&Sci Programs, No Transfer Prob		
				Value	N	Value	N	
Further Studies	Of Resp	Attended Further Studies at a Different Institution	%	100%	540	100%	2,803	1.00
		Currently Studying	%	69%	374	71%	1,994	0.98
Sending Institutions	Of Respondents	From Technical Institute (Sending)	%	0%	0	0%	0	n/a
		From University College (Sending)	**%**	**41%**	**221**	**35%**	**979**	**1.17**
		From Urban College (Sending)	**%**	**44%**	**236**	**52%**	**1,456**	**0.84**
		From Rural College (Sending)	%	15%	83	13%	368	1.17
		From Another Institution (Sending)	%	0%	0	0%	0	n/a
		GPA	Average	2.96	540	2.99	2,803	0.99
		GPA <=2.4	%	13%	68	10%	289	1.22
		GPA >2.4, <=2.7	%	0%	0	0%	0	n/a
		GPA >2.7, <=3.1	%	78%	422	80%	2,233	0.98
		GPA >3.1	%	9%	50	10%	281	0.92
		Credits	**Average**	**51.65**	**446**	**48.11**	**2,210**	**1.07**
		Credits <=24	%	3%	14	4%	95	0.73
		Credits >24, <=36	**%**	**24%**	**106**	**31%**	**678**	**0.77**
		Credits >36, <=60	%	48%	216	44%	967	1.11
		Credits >60	%	25%	110	21%	470	1.16
Receiving Institutions	Of Respondents Who Attended Further Studies	Tried to Transfer	%	100%	540	100%	2,803	1.00
		To BC Technical Institute (Receiving)	%	4%	19	3%	89	1.11
		To BC University College (Receiving)	%	5%	26	5%	132	1.02
		To BC Urban College (Receiving)	%	3%	14	3%	95	n/a
		To BC Rural College (Receiving)	%	0%	2 [4]	0%	7 [4]	n/a
		To BC University (Receiving)	%	77%	414	79%	2,217	0.97
		To Out or BC University (Receiving)	%	3%	16	1%	34	n/a
		To Another Institution (Receiving)	%	9%	49	8%	228	1.12
Continuing Education Outcomes	Of Tried Transf	Experienced Transfer Problems	%	100%	540	0%	0	n/a
	Of Had Transfer Problem	All Courses Were Accepted	%	n/a	n/a	n/a	n/a	n/a
		1 or 2 Courses Were Not Accepted	%	n/a	n/a	n/a	n/a	n/a
		3 to 5 Courses Were Not Accepted	%	n/a	n/a	n/a	n/a	n/a
		6 or More Courses Were Not Accepted	%	n/a	n/a	n/a	n/a	n/a
		None of the Courses Were Transferred	%	n/a	n/a	n/a	n/a	n/a
		Some Courses Didn't Transfer	%	n/a	n/a	n/a	n/a	n/a
		Delay or Other Difficulty in Submitting Transcripts	%	n/a	n/a	n/a	n/a	n/a
		Getting an Assessment of Transfer Took a Long Time to Complete	%	n/a	n/a	n/a	n/a	n/a
		Original Courses or Program Were Not Designed for Transfer	%	n/a	n/a	n/a	n/a	n/a
		Had Completed More Credits than Was Allowed to Transfer	%	n/a	n/a	n/a	n/a	n/a
		Didn't Know or Understand Transfer Requirements	%	n/a	n/a	n/a	n/a	n/a
		Received Unassigned Credit When Expected Specific Credit	%	n/a	n/a	n/a	n/a	n/a
		Had to Repeat One or More Courses that Were Already Passed	%	n/a	n/a	n/a	n/a	n/a
		Other Problems	%	n/a	n/a	n/a	n/a	n/a
		Number of Transfer Problems Experienced	Average	n/a	n/a	n/a	n/a	n/a
		Extent to Which Transfer Was a Problem	Scale 5-1	n/a	n/a	n/a	n/a	n/a
		Poor or Insufficient ADVICE from OLD Institution	%	n/a	n/a	n/a	n/a	n/a
		Slow or Inadequate SERVICE from OLD (Sending) Institution	%	n/a	n/a	n/a	n/a	n/a
		Poor or Insufficient ADVICE from NEW Institution	%	n/a	n/a	n/a	n/a	n/a
		Slow or Inadequate SERVICE from NEW (Receiving) Institution	%	n/a	n/a	n/a	n/a	n/a
		Attempted to Transfer Credential (or All Courses) as One Whole Block	%	n/a	n/a	n/a	n/a	n/a
	Of Transfer Block	Received All the Credits Expected For Block Transfer	%	n/a	n/a	n/a	n/a	n/a
	Of Continued Studies	Relation Between Past and Further Studies	Scale 4-1	3.29	539	3.36	2,800	0.98
		Extent to Which Prepared for Further Study	Scale 4-1	3.44	476	3.50	2,477	0.98
		Total Number of Respondents			**540**		**2,803**	

Notes:

[1] The shading of an indicator means that the values have a statistical significance. This means that there is a high level of confidence that the two groups are different.

[2] For scale indicators, a higher value indicates a more favourable rating. For example, for Scale 3-1, a value of "2.91" is more favourable, or positive, than a value of "2.11"

[3] The "Index" value for each indicator is the value of one cohort group divided by the value of the other group. A value of "1.00" means that the two groups are equivalent. Indicator index values that are greater than "1.00" result when the left cohort group's value is greater than the right cohort group's value. Please note that all calculations use non-rounded cell numbers; rounding occurs only in the presentation of figures.

[4] Relatively small sample size, interpret result with caution.

n/a Not applicable or any value smaller than 3%.

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Table 14.3: 1995 Students Attempting to Transfer Credits from Arts and Sciences Programs - Had Transfer Problem vs Did Not Have Transfer Problem

		INDICATOR[1,2]		VALUES				INDEX[3]
				Arts&Sci Programs: Transfer Prob		Arts&Sci Programs: No Transfer Prob		
				Value	N	Value	N	
Skill Development	Satisfaction Level	Written Communication	Scale 3-1	2.40	518	2.47	2,674	0.97
		Oral Communication	Scale 3-1	2.27	487	2.28	2,493	0.99
		Teamwork	Scale 3-1	2.34	482	2.31	2,481	1.02
		Interpersonal Skills	Scale 3-1	2.36	477	2.36	2,486	1.00
		Analysis / Problem Solving	Scale 3-1	2.33	479	2.41	2,524	0.97
		Mathematics	Scale 3-1	2.37	304	2.42	1,604	0.98
		Use of Computers	Scale 3-1	2.03	253	2.10	1,272	0.97
		Use of Tools & Equipment	Scale 3-1	2.12	210	2.18	1,013	0.97
		Skills for Independent Learning	Scale 3-1	2.34	503	2.41	2,621	0.97
College Experience	Satisfaction Level	Quality of Teaching	Scale 3-1	2.66	538	2.74	2,779	0.97
		Organization of Program	**Scale 3-1**	**2.45**	**530**	**2.62**	**2,736**	**0.94**
		Practical Experience	Scale 3-1	2.00	420	2.08	2,158	0.96
		Textbooks & Learning Materials	**Scale 3-1**	**2.39**	**536**	**2.51**	**2,778**	**0.95**
		Library Materials	**Scale 3-1**	**2.05**	**523**	**2.16**	**2,676**	**0.95**
		Availability of Instructors Outside Class	Scale 3-1	2.74	529	2.76	2,740	0.99
		Computer Hardware and Software	**Scale 3-1**	**2.04**	**291**	**2.23**	**1,434**	**0.91**
		Equipment Other Than Computers	Scale 3-1	2.23	266	2.28	1,310	0.98
		Study Facilities on Campus	**Scale 3-1**	**2.15**	**524**	**2.29**	**2,684**	**0.94**
		Program and Career Counseling	**Scale 3-1**	**1.95**	**428**	**2.18**	**2,120**	**0.89**
		Places on Campus for Socializing	**Scale 3-1**	**2.11**	**512**	**2.21**	**2,620**	**0.95**
		Frequency of Activities with Other Students	Scale 4-1	3.01	538	2.89	2,788	1.04
		Program Work Load (5=Heavy)	Scale 5-1	3.16	537	3.18	2,777	1.00
Employment Outcomes	Of Resp	In the Labour Force (Have/Looking for Job)	%	75%	407	72%	2,011	1.05
		Employed	%	67%	362	63%	1,774	1.06
	Of Those in the Labour Force	In a Permanent Job (Got It After Studies	%	18%	75	17%	345	1.07
		Employed in a Non Training-Related Job	%	69%	281	71%	1,420	0.98
		Employed in a Training-Related Job	%	20%	80	17%	337	1.17
		Employed Full-Time (30 hrs or more weekly	%	61%	250	57%	1,139	1.08
		Employed Full-Time, Training-Relatec	%	16%	64	13%	258	1.23
		Employed Full-Time, non Training-Relatec	%	46%	186	44%	881	1.04
		Employed Part-Time	%	28%	112	32%	635	0.87
		Unemployed	%	11%	45	12%	237	0.94
	Of Empl FT	Gross Monthly Salary ($)	Average	$ 1,850	192	$ 1,900	861	0.99
		Gross Monthly Salary of Train-Rel Job ($)	Average	$ 2,050	52	$ 2,150	203	0.97
		Gross Monthly Salary of Non Train-Rel Job ($)	Average	$ 1,800	140	$ 1,800	658	0.99
Relation of Studies to Empl Outcomes	Of Very/ Somewhat Rel Job	Extent to Which Work is as Expectec	Scale 3-1	2.05	77	2.12	329	0.97
		How Job Ready	Scale 4-1	2.90	61	2.99	230	0.97
	Of Employed	Usefulness of Training in Getting Jot	Scale 4-1	2.03	210	1.99	978	1.02
		Usefulness of Training in Performing Job	Scale 4-1	1.99	359	2.02	1,746	0.98
		Total Number of Respondents			**540**		**2,803**	

Notes:

[1] The shading of an indicator means that the values have a statistical significance. This means that there is a high level of confidence that the two groups are different.

[2] For scale indicators, a higher value indicates a more favourable rating. For example, for Scale 3-1, a value of "2.91" is more favourable, or positive, than a value of "2.11"

[3] The "Index" value for each indicator is the value of one cohort group divided by the value of the other group. A value of "1.00" means that the two groups are equivalent. Indicator index values that are greater than "1.00" result when the left cohort group's value is greater than the right cohort group's value. Please note that all calculations use non-rounded cell numbers; rounding occurs only in the presentation of figures.

[4] Relatively small sample size, interpret result with caution.

n/a Not applicable or any value smaller than 3%.

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Appendix 5: Questionnaire Content of the 1997 B.C. Survey of Former College and Institute Students

Hello, I'm _____ from Campbell Goodell Traynor, a professional market research firm in Vancouver. We are conducting a survey of former college and institute students on behalf of [NAME OF INSTITUTION] and the B.C. Ministry of Education, Skills and Training. The purpose of the survey is to determine if your education was useful in acquiring further education or employment. While your participation is voluntary, it is important that we get your opinions if the results of the survey are to be accurate. All answers will be kept confidential and will only be used for statistical purposes.

Introductory Questions to Determine Survey Eligibility

Q1 To confirm, did you take courses from [NAME OF INSTITUTION]?

1. YES -- GO TO Q3
2. NO -- CONFIRM NEGATIVE, THEN THANK AND TERMINATE
3. STILL ATTENDING -- GO TO Q4
4. DK / REF -- ATTEMPT TO PROBE, ELSE THANK AND TERMINATE

Q3 Are you still taking courses at [NAME OF INSTITUTION]?

1. YES -- GO TO Q4
2. NO -- GO TO Q5
3. DK / REF -- ATTEMPT TO PROBE, ELSE THANK AND TERMINATE

Q4 The records indicate that you were in the [NAME OF PROGRAM] program. Is that correct?

Q4 ALTERNATE WORDING IF ABE COURSE (ADULT BASIC EDUCATION):

[REC_TYPE=2 IS AN ABE COURSE]
THE RECORDS INDICATE THAT YOU TOOK AN ADULT BASIC EDUCATION COURSE. IS THAT CORRECT?

1. YES -- GO TO Q4B
2. NO -- GO TO Q4A
3. REFUSED -- GO TO Q4A

Q4a What did you study?

_____ (=CORRECTED NAME OF PROGRAM)

Q4b Are you still in the same program?

ALTERNATIVE WORDING IF ABE COURSE (REC_TYPE=2]

Q4b Are you still taking an ABE course?

1. YES -- THANK AND TERMINATE
2. NO -- GO TO Q4C
3. REFUSED -- GO TO Q4C

Q4c What are you now studying?

_____ (=NAME OF SUBSEQUENT PROGRAM)
GO TO SECTION 2
REFUSED -- GO TO SECTION 2

Q5 The records indicate you were in the [NAME OF PROGRAM] program. Is that correct?

Q5 ALTERNATE WORDING IF IN ABE PROGRAM [REC_TYPE=2] The records indicate you took an ABE course. Is that correct?

1. YES -- GO TO SECTION 2
2. NO -- GO TO Q5A
3. DON'T KNOW -- CONTINUE
4. REFUSED - - CONTINUE

Q5a What did you study?

_____ (=CORRECTED NAME OF PROGRAM)

REFUSED -- GO TO SECTION 2

[NOTE: IF NAME OF PROGRAM CORRECTED AS A RESULT OF Q4A OR Q5A, CORRECTED VERSION WILL BE USED IN ALL SUBSEQUENT QUESTIONS.]

2. Past Education

Q7a Did you learn English as a second language?

1. YES
2. NO - GO TO Q7
3. REFUSED - GO TO Q7

Q7b IF YES, When was that?

1. AGE 12 OR EARLIER
2. AS A TEENAGER
3. AS AN ADULT
4. COMBINATION OF ABOVE [PROBE FOR MAIN AGE LEARNED]'
5. REFUSED

Q7 (On a different subject now) Before enrolling at [NAME OF INSTITUTION], did you complete secondary (high) school?

1. YES
2. NO
3. DON'T KNOW
4. REFUSED

Q8 Did you take any post-secondary education before enrolling at [NAME OF INSTITUTION]?

1. YES -- GO TO Q9
2. NO -- GO TO SA-PATH
3. DON'T KNOW / REFUSED -- GO TO SA-PATH

Q9 How many years of post-secondary education did you take before enrolling at [NAME OF INSTITUTION]?

1. LESS THAN 1 YEAR
2. 1 YEAR TO LESS THAN 2 YEARS
3. 2 YEARS OR MORE
4. DON'T KNOW
5. REFUSED

Q9a Had you obtained any certificates, diplomas, or degrees before enrolling at [NAME OF INSTITUTION]?

1. YES
2. NO -- HAD NOT COMPLETED ANY CERTIFICATE, DIPLOMA, OR DEGREE
3. REFUSED

Q9b IF YES IN Q9a ASK: Which would that be? (MARK ALL THAT APPLY)

1. CERTIFICATE (<2 YEARS OF COURSES)
2. DIPLOMA (2 YEARS OR MORE OF COURSES)
3. DEGREE (UNIVERSITY DEGREE)
4. OTHER
5. DON'T KNOW
6. REFUSED

SA-PATH

- IF "STILL ATTENDING" (THAT IS, Q1=SA OR Q3=YES) – GO TO STILL ATTENDING PATHWAY (SA-INTRO- OTHERWISE CONTINUE IN NOT ATTENDING PATHWAY)

Q9e Are you presently taking any other education/training?

1. YES
2. NO - GO TO Q10
3. REFUSED - GO TO Q10

Q9f Is it on a full or part time basis?

1. FULL TIME
2. PART TIME
3. DK/REFUSED

GO TO Q12

Q10 Since you took your last course at [NAME OF INSTITUTION], have you taken any further studies?

(INTERVIEWER: REFERS TO COURSES THAT COULD BE APPLIED FOR CREDIT, CERTIFICATION OR PROFESSIONAL ACCREDITATION. DO NOT INCLUDE SHORT CONTINUING EDUCATION COURSES. IF APPLIED BUT NOT YET ATTENDED, MARK "NO")

1. YES
2. NO -- GO TO SECTION 3
3. DK / REF -- GO TO SECTION 3

Q12 What is the name of the institution at which you were enrolled or at which you are currently enrolled? MAX 6 RESPONSES

(INTERVIEWER: IF ENROLLED AT MORE THAN ONE INSTITUTION SINCE LEAVING [NAME OF INSTITUTION], REPORT <u>CURRENT</u> OR <u>MOST RECENT</u> INSTITUTION; IF CURRENTLY ATTENDING MORE THAN ONE INSTITUTION, MARK ALL THAT APPLY)

NOTE: IF OLA PROBE FOR OPEN UNIV OR OPEN COLLEGE

1. BCIT	2. CALGARY (U OF C)
3. CAMOSUN COLLEGE	4. CAPILANO COLLEGE
5. CARIBOO (U.C. OF THE)	6. DOUGLAS COLLEGE
7. COLLEGE OF THE ROCKIES	8. EMILY CARR (ART & DESIGN)
9. FRASER VALLEY UNIV. COLL.	10. JUSTICE INSTITUTE
11. KWANTLEN UNIV. COLL.	12. LAKEHEAD UNIV.
13. LANGARA COLLEGE	14. LETHBRIDGE (U OF L)
15. MALASPINA UNIV. COLL.	16. NORTH ISLAND COLLEGE
17. NORTHERN LIGHTS	18. NORTHWEST COMMUNITY COLLEGE
19. OKANAGAN UNIV. COLL.	20. OPEN UNIVERSITY
21. PACIFIC MARINE TRAINING CENTRE	30. OPEN COLLEGE
22. SELKIRK COLLEGE	23. SFU
24. U OF A (EDMONTON)	25. UBC
26. UVIC	27. UNBC
28. VANCOUVER COMM. COLLEGE	29 COLLEGE NEW CALEDONIA

CODES 1 - 30 --- [IF ONE ANSWER GO TO Q14, IF MORE THAN ONE ANSWER ASK Q12AA]

31. OTHER (SPECIFY)_____ -- [IF ONE ANSWER GO TO Q12A, IF MORE THAN ONE ANSWER GO TO Q12AA]
32 DON'T KNOW - - GO TO Q14
33 REFUSED-- GO TO Q14

NOTE: BE AWARE THAT EAST KOOTENAY COMMUNITY COLLEGE HAS RECENTLY CHANGED ITS NAME TO COLLEGE OF THE ROCKIES

IF MORE THAN ONE ANSWER IN Q12 ASK:

Q12aa. Which of these is your main institution? [ONE ANSWER ONLY, MAIN INSTITUTION ONLY] NOTE: IF OLA PROBE FOR OPEN UNIV OR OPEN COLLEGE

MAX 6 RESPONSES

1. BCIT
2. CALGARY (U OF C)
3. CAMOSUN COLLEGE
4. CAPILANO COLLEGE
5. CARIBOO (U.C. OF THE)
6. DOUGLAS COLLEGE
7. COLLEGE OF THE ROCKIES
8. EMILY CARR (ART & DESIGN)
9. FRASER VALLEY UNIV. COLL.
10. JUSTICE INSTITUTE
11. KWANTLEN UNIV. COLL.
12. LAKEHEAD UNIV.
13. LANGARA COLLEGE
14. LETHBRIDGE (U OF L)
15. MALASPINA UNIV. COLL.
16. NORTH ISLAND COLLEGE
17. NORTHERN LIGHTS
18. NORTHWEST COMMUNITY COLLEGE
19. OKANAGAN UNIV. COLL.
20. OPEN UNIVERSITY
21. PACIFIC MARINE TRAINING CENTRE
30. OPEN COLLEGE
22. SELKIRK COLLEGE
23. SFU
24. U OF A (EDMONTON)
25. UBC
26. UVIC
27. UNBC
28. VANCOUVER COMM. COLLEGE
29.COLLEGE NEW CALEDONIA

CODES 1 - 30 — GO TO Q14

31. OTHER (SPECIFY)_____ -- GO TO Q12A
32 DON'T KNOW - - GO TO Q14
33 REFUSED-- GO TO Q14

Q12a ***[INTERVIEWER NOTE: IF CURRENTLY ENROLLED AT MORE THAN ONE INSTITUTION, Q12A THRU Q16 REFER TO WHAT THE RESPONDENT CONSIDERS TO BE THEIR MAIN INSTITUTION]***

IS THIS A:

1. PUBLIC UNIVERSITY,
2. PUBLIC COLLEGE OR INSTITUTE (INCLUDE UNIVERSITY COLLEGE AND COMMUNITY COLLEGE),
3. PRIVATE INSTITUTION , OR
4. OTHER TYPE OF INSTITUTION, E.G. PROFESSIONAL ORGANIZATION ?
5. DON'T KNOW
6. REFUSED

Q14 What is/was your main field of study now [FROM Q12 IF ONE ANSWER IN Q12, FROM Q12AA IF MORE THAN ONE ANSWER IN Q12]?

(INTERVIEWER: CAPTURE RESPONSE EXACTLY AS PROVIDED BY RESPONDENT. PROBE FOR FURTHER CLARIFICATION)

_____

Q15 Did you try to transfer credits from [NAME OF INSTITUTION] to [MAIN INSTITUTION FROM Q12 OR Q12AA]?

1. YES - GO TO Q15A
2. NO - GO TO Q16
3. DON'T KNOW/REFUSED - GO TO Q16

Q15A Did you have any problems transferring credits?

1. YES -- GO TO Q15B
2. NO -- GO TO Q16
3. DON'T KNOW GO TO Q16
4. REFUSED- GO TO Q16

Q15B How many courses, if any, did you not receive credit for?

<INTERVIEWER NOTE - PROBE FOR CORRECT OPTION - DO NOT READ LIST -- NOTE: COURSES NOT CREDITS>

1. ALL COURSES WERE ACCEPTED
2. 1 OR 2 COURSES<WERE NOT ACCEPTED>
3. 3 TO 5 COURSES<WERE NOT ACCEPTED>
4. 6 OR MORE COURSES (BUT LESS THAN ALL)<WERE NOT ACCEPTED>
5. NONE OF MY COURSES TRANSFERRED<ALL COURSES WERE NOT ACCEPTED>
6. DON'T KNOW
7. REFUSED

Q15C Did you encounter any of the following transfer problems?

YES __ NO __ DK/REF __ SOME COURSES DIDN'T TRANSFER. <THIS SHOULD IMPUTED YES - FOR Q15B = 2 THRU 5>
YES __ NO __ DK/REF __ DELAY OR OTHER DIFFICULTY IN SUBMITTING DOCUMENTS SUCH AS TRANSCRIPTS. <TO NEW INSTITUTION>
YES __ NO __ DK/REF __ GETTING AN ASSESSMENT OF TRANSFER TOOK A LONG TIME TO COMPLETE
YES __ NO __ DK/REF __ ORIGINAL COURSES OR PROGRAM WERE NOT DESIGNED FOR TRANSFER.
YES __ NO __ DK/REF __ HAD COMPLETED MORE CREDITS THAN YOU WERE ALLOWED TO TRANSFER.
YES __ NO __ DK/REF __ DIDN'T KNOW OR UNDERSTAND TRANSFER REQUIREMENTS
YES __ NO __ DK/REF __ RECEIVED UNASSIGNED CREDIT WHEN EXPECTED TO RECEIVE SPECIFIC CREDIT
YES __ NO __ DK/REF __ HAD TO REPEAT ONE OR MORE OF YOUR COURSES THAT YOU HAD ALREADY PASSED
_____ OTHER PROBLEM (SPECIFY)

Q15D Overall, how serious would you say those transfer-related problems were?

1. VERY SERIOUS
2. SERIOUS
3. SOMEWHAT SERIOUS
4. NOT VERY SERIOUS
5. NOT AT ALL SERIOUS

Q15E Were your transfer problems caused, at least in part, by any of the following?

YES __ NO __ DK/REF __ RECEIVED POOR OR INSUFFICIENT ADVICE FROM YOUR OLD (FORMER) INSTITUTION
YES __ NO __ DK/REF __ RECEIVED SLOW OR INADEQUATE SERVICE FROM YOUR OLD (FORMER) INSTITUTION
YES __ NO __ DK/REF __ RECEIVED POOR OR INSUFFICIENT ADVICE FROM YOUR NEW (CURRENT) INSTITUTION
YES __ NO __ DK/REF __ RECEIVED SLOW OR INADEQUATE SERVICE FROM YOUR NEW (CURRENT) INSTITUTION

Q15F Did you attempt to transfer your original credential (or all completed course-work), as one whole block of credits towards your new (current) program (or field of study)?

1. YES __
2. NO __ GO TO Q16
3. DON'T KNOW/REFUSED __ GO TO Q16

Q15G If yes, did you receive all the credits you expected?

1. YES __
2. NO __
3. DON'T KNOW __

Q16 How related to your program at [NAME OF INSTITUTION] were/are your further studies at [NAME OF NEW INSTITUTION]? Would you say...

1. VERY RELATED,
2. SOMEWHAT RELATED,
3. NOT VERY RELATED, OR
4. NOT AT ALL RELATED?
5. DON'T KNOW
6. REFUSED

Q16a How well did the program at [NAME OF INSTITUTION] prepare you for your further studies at [NAME OF NEW INSTITUTION]? Would you say you were...

1. VERY WELL PREPARED,
2. SOMEWHAT PREPARED,
3. NOT VERY PREPARED, OR
4. NOT AT ALL PREPARED?
5. DON'T KNOW
6. REFUSED
7. QUESTION IS NOT APPLICABLE

3. Evaluation of Education

Q44 To answer the next questions, think back to when you first started [NAME OF PROGRAM] at [NAME OF INSTITUTION]. What were your reasons for enrolling? (MARK ALL THAT APPLY) (IF TO "GET A JOB" PROBE FOR 4,5 OR 6)

NINE RESPONSES

1. COMPLETE A CREDENTIAL (HIGH SCHOOL DIPLOMA, CERTIFICATE, DIPLOMA OR DEGREE) AT THIS INSTITUTION
2. PREPARE TO TRANSFER TO ANOTHER INSTITUTION
3. QUALIFY TO ENTER A PROGRAM IN ANOTHER FIELD
4. IMPROVE EXISTING JOB SKILLS
5. LEARN NEW JOB SKILLS
6. DECIDE ON A CAREER / CHANGE CAREERS
7. PERSONAL INTEREST
8. IMPROVE BASIC SKILLS, (READING/WRITING OR MATH SKILLS)

95. OTHER (SPECIFY) _____

97 DON'T KNOW

98 REFUSED

Q45 To what extent did you achieve your most important objective for enrolling? Would you say it was...

1. COMPLETELY MET,
2. MOSTLY MET,
3. NOT REALLY MET, OR
4. NOT MET AT ALL?
5. DON'T KNOW
6. REFUSED

Q47 When you left [NAME OF INSTITUTION], had you completed the requirements for a credential such as a degree, diploma, or certificate? (COMPLETING HIGH SCHOOL OR EQUIVALENT IS A CREDENTIAL FOR ABE STUDENTS)

1. YES
2. NO
3. DON'T KNOW
4. REFUSED

Q48 What was your main reason for leaving [NAME OF PROGRAM] at [NAME OF INSTITUTION] when you did?(MARK ALL THAT APPLY.)

1. COMPLETED ALL THE CREDITS I NEEDED
2. CHANGED MIND ABOUT PROGRAM/JOB GOALS OR PLAN CHANGED
3. TRANSFERRED TO/QUALIFIED FOR ADMISSION AT OTHER INSTITUTION/PROGRAM
4. DISAPPOINTED WITH PROGRAM OR COLLEGE/INSTITUTE
5. DISAPPOINTED WITH OWN PERFORMANCE / FAILED PROGRAM
6. GOT A JOB / DECIDED TO WORK /BECAME SELF EMPLOYED
0. JOB SITUATION CHANGED (HAVE A JOB)
7. CONVENIENCE (E.G. TRANSPORTATION, SCHEDULING)
8. PERSONAL CIRCUMSTANCES (E.G. HEALTH, FAMILY/FINANCES)

95 OTHER (SPECIFY) _____

97. DON'T KNOW

98. REFUSED

Q49 How satisfied were you with your studies in [NAME OF PROGRAM] at [NAME OF INSTITUTION]? Would you say you were...

1. COMPLETELY SATISFIED,
2. MAINLY SATISFIED,
3. PARTIALLY SATISFIED, OR
4. NOT SATISFIED AT ALL?
5. DON'T KNOW
6. REFUSED

Q50 While you were at [NAME OF INSTITUTION], how often did you spend time interacting or doing things with other students outside of class? Would you say...

(INTERVIEWER: INCLUDE COURSE-RELATED (E.G. STUDY GROUPS, COULD INCLUDE TELEPHONE, E-MAIL, ETC.) AND NON-COURSE RELATED ACTIVITIES (E.G. SPORTS))

1. FAIRLY OFTEN,
2. ONCE IN A WHILE,
3. HARDLY EVER, OR
4. NOT AT ALL?
5. DON'T KNOW
6. REFUSED

Q50b Were you in a Cooperative Education program?

1 YES
2 NO - GO TO Q51
3 DK - GO TO Q51

Q50c Did you do all the work placements?

1 YES
2 NO
3 DK

Q51 I'm now going to ask you to rate certain aspects of the program at [NAME OF INSTITUTION]. Afterwards, I'll ask for your own comments on the program. I'd like you to rate the extent to which your program provided you with an opportunity to develop the following skills. Some of these skills may not be relevant to your particular program; if so, just say "not applicable".

How well did the program prepare you in [A - K]. Would you say...

1. WELL
2. ADEQUATELY
3. POORLY
4. NOT APPLICABLE
5. DON'T KNOW
6. REFUSED

A YOUR ABILITY TO WRITE CLEARLY AND CONCISELY
B YOUR ABILITY TO SPEAK EFFECTIVELY
D ABILITY TO WORK EFFECTIVELY WITH OTHERS
E ABILITY TO ANALYZE AND THINK CRITICALLY AND YOUR ABILITY TO SOLVE PROBLEMS
F ABILITY TO USE MATHEMATICS APPROPRIATE TO YOUR FIELD
G USE OF COMPUTERS APPROPRIATE TO YOUR FIELD
H USE OF TOOLS AND EQUIPMENT, OTHER THAN COMPUTERS
I SKILLS FOR LEARNING ON YOUR OWN
J. READING AND COMPREHENSION SKILLS
K. ENTREPRENEURIAL SKILLS

Q52 In the next questions, I want you to rate certain aspects of your program at [NAME OF INSTITUTION] using the scale "good, adequate or poor":

1. GOOD
2. ADEQUATE
3. POOR
4. NOT APPLICABLE
5. DON'T KNOW
6. REFUSED

(INTERVIEWER: RATING IS TO BE ON AVERAGE)

A QUALITY OF INSTRUCTION (INTERVIEWER: INCLUDES INSTITUTION TUTORING AND TEACHING)
B ORGANIZATION OF THE PROGRAM
D AMOUNT OF PRACTICAL EXPERIENCE (E.G. PRACTICUM)
E TEXTBOOKS AND LEARNING MATERIALS
F1. LIBRARY MATERIALS
F2. LIBRARY SERVICES

G AVAILABILITY OF INSTRUCTORS OR TUTORS FOR HELP ON COURSE WORK OUTSIDE OF CLASS
H COMPUTER HARDWARE AND SOFTWARE
I EQUIPMENT OTHER THAN COMPUTERS
J STUDY FACILITIES ON CAMPUS
K PROGRAM AND CAREER COUNSELLING
(INTERVIEWER: REFERS TO ADVICE FROM COLLEGE STAFF, SUCH AS PROGRAM ADVISORS OR COUNSELLORS, NOT FROM COURSE INSTRUCTORS
L PLACES ON CAMPUS FOR SOCIALIZING WITH FRIENDS

Q52m How would you describe the workload in the program? Would you say...

1. VERY HEAVY,
2. HEAVY,
3. ABOUT RIGHT,
4. LIGHT, OR
5. VERY LIGHT?
6. DON'T KNOW
7. REFUSED

Q53A (ECIAD STUDENTS ONLY)

WHAT WAS YOUR MAIN REASON FOR SELECTING EMILY CARR INSTITUTE OF ART AND DESIGN?

_____
_____
_____

Q53B (ECIAD STUDENTS ONLY) To what extent did the institute meet the expectations you had when you enrolled? Would you say it [READ LIST]...

1. COMPLETELY MET YOUR EXPECTATIONS,
2. MAINLY MET YOUR EXPECTATIONS
3. PARTIALLY MET YOUR EXPECTATIONS, OR
4. DID NOT MEET YOUR EXPECTATIONS AT ALL?
5. DON'T KNOW
6. REFUSED

Q59A How many, if any, of your courses from [NAME OF INSTITUTION] were delivered by means other than traditional classroom instruction, such as correspondence or computer-managed instruction? *[INTERVIEWER NOTE: ALSO INCLUDES AUDIO OR VIDEO CASSETTE, INTERNET, TELEPHONE OR VIDEO CONFERENCING]*

1. NONE
2. 1 OR 2 COURSES
3. 3 OR MORE COURSES
4. DON'T KNOW
5. REFUSED

Q53 How could the education or training at [NAME OF INSTITUTION] be improved? (INTERVIEWER: CAPTURE RESPONSE AS PROVIDED; PROBE FOR CLARIFICATION.) (PROGRAMMER - SCROLL FUNCTION ENABLED)

_____
_____
_____

Q54 Do you have any other general comments about your education or training at [NAME OF INSTITUTION]?

1. YES -- GO TO Q54A
2. NO -- GO TO SECTION 4 EMPLOYMENT
3. DK/REFUSED - GO TO SECTION 4 EMPLOYMENT

Q54a -- SPECIFY:

(INTERVIEWER: CAPTURE RESPONSE AS PROVIDED; PROBE FOR CLARIFICATION.) (PROGRAMMER - SCROLL FUNCTION ENABLED)

_____
_____

4. Employment

Q18 Are you currently working at a job or business?

1. YES – ASK Q18A IF APPROPRIATE THEN GO TO Q22
2. NO -- GO TO Q19
3. DK / REF -- GO TO SECTION 6

Q18A ECIAD STUDENTS ONLY:

WHAT PERCENTAGE OF YOUR LIVELIHOOD IS OBTAINED FROM YOUR ART/DESIGN WORK AND SERVICES?

RECORD PERCENTAGES FROM 0% TO 100%, LEAVE BLANK FOR DK/NA

_____ PERCENT RANGE - MINIMUM: 0 MAXIMUM: 100

Q19 You said you are not currently working. What is the main reason?

ONE RESPONSE ONLY

1. CAN'T FIND A JOB
2. HAVE NOT LOOKED FOR A JOB
3. SALARY TOO LOW IN JOBS AVAILABLE
4. LAID OFF
5. NEED/WANT MORE EDUCATION/TRAINING
6. UNABLE TO OBTAIN REQUIRED LICENCE, TRADE CERTIFICATE OR UNION MEMBERSHIP
7. ATTENDING SCHOOL
8. CARING FOR FAMILY OR OTHER RESPONSIBILITIES
9. HEALTH REASONS
95. OTHER (SPECIFY): _____
97. DON'T KNOW
98. REFUSED

[IF Q19 = "CAN'T FIND A JOB" GO TO Q19A OTHERWISE GO TO Q20]

[IF Q19 = "CAN'T FIND A JOB" GO TO Q19A OTHERWISE GO TO Q20]

Q19a Are you looking for work in the same field that you studied at [NAME OF INSTITUTION] or in another field?

1. IN SAME FIELD
2. IN ANOTHER FIELD
3. IN ANY FIELD IN WHICH I CAN FIND WORK
4. NO JOB IN MY FIELD IN THIS GEOGRAPHIC AREA
5. I AM NOT LOOKING FOR WORK AT PRESENT
6. DON'T KNOW
7. REFUSED
8. NOT APPLICABLE, STUDIES NOT RELATED TO A SPECIFIC OCCUPATIONAL FIELD

Q20 Have you worked at a job or business at any time since leaving [NAME OF INSTITUTION]?

1. YES -- GO TO Q21, THEN GO TO SECTION 6
2. NO -- GO TO SECTION 6
3. REFUSED -- GO TO SECTION 6

Q21 Thinking of your first job after leaving [NAME OF INSTITUTION], to what extent was that job related to the training that you took at [NAME OF INSTITUTION]? Would you say...

1. VERY RELATED
2. SOMEWHAT RELATED
3. NOT VERY RELATED, OR
4. NOT AT ALL RELATED
5. DON'T KNOW
6. REFUSED
7. NOT APPLICABLE, STUDIES NOT RELATED TO A SPECIFIC OCCUPATIONAL FIELD

[IF Q18 = NO, SKIP TO SECTION 6]

Q22 How many jobs do you currently have?

1. ONE
2. TWO
3. THREE OR MORE
4. REFUSED

Q23 How many hours do you work, on average, each week?

[IF Q22 = TWO OR THREE OR MORE, ADD "IN ALL YOUR JOBS TOGETHER"]
RANGE - MINIMUM: 0.00 MAXIMUM: 99.90
_ _ HOURS

IF Q22 = TWO OR THREE OR MORE, GO TO Q23B ELSE GO TO Q24

Q23b The next questions ask about your main job, which is the job at which you work the most hours.

Q24 Are you a paid worker employed by someone else or are you self-employed?

1. PAID WORKER
2. SELF-EMPLOYED - GO TO Q25A, THEN TO Q28
3. REFUSED

[IF Q22 = TWO OR THREE OR MORE JOBS, REWORD SUBSEQUENT QUESTIONS FROM "YOUR JOB" TO "YOUR MAIN JOB"]

Q25a Did you have the same employment before or while you were attending [NAME OF INSTITUTION]?

1. YES -- GO TO Q34
2. NO -- CONTINUE
3. REFUSED -- GO TO Q28

Q25 How did you find out about your [main] job? (MARK ALL THAT APPLY)

1. ON-CAMPUS EMPLOYMENT OR PLACEMENT CENTRE
2. WORK EXPERIENCE DURING PROGRAM (E.G. PRACTICUM, CO-OP)
3. UNION OR PROFESSIONAL ORGANIZATION
4. ADVERTISEMENT / POSTING / EMPLOYMENT CENTRE OFF-CAMPUS
5. INSTRUCTOR
6. FRIENDS OR RELATIVES
7. FOUND JOB ON MY OWN
8. OTHER
9. DON'T KNOW
10. REFUSED

Q26 How many months did you spend actively looking for this job?

(IF < 1 MONTH, ENTER 0)
RANGE - MINIMUM: 0 MAXIMUM: 24
_ _ MONTH(S)

Q27 Is it a temporary or a permanent position?

(INTERVIEWER: REFERS TO THE TYPE OF POSITION, NOT WHETHER OR NOT THE RESPONDENT WANTS TO CONTINUE IN THE JOB.)

1. TEMPORARY (E.G. SHORT-TERM CONTRACT < 6 MONTHS)
2. PERMANENT
3. DON'T KNOW
4. REFUSED

Q28 Is your [main] job the first you have had since leaving [NAME OF INSTITUTION]?

1. YES
2. NO
3. REFUSED

Q34 What is your job title?

(INTERVIEWER: REFERS TO MAIN JOB IF RESPONDENT HAS MORE THAN ONE JOB. GIVE FULL DESCRIPTION: E.G. ELEMENTARY SCHOOL TEACHER, RECREATION DEPARTMENT SUPERVISOR, SHOE SALESPERSON...)

(NOTE: IF TRADESPERSON CLARIFY IF THEY ARE A JOURNEYMAN OR NOT EG. PLUMBER NOT JOURNEYMAN - PLUMBER JOURNEYMAN)

_____

Q35 What are your main duties?

_____

SE-JUMP [IF Q24 = YES (SELF-EMPLOYED), GO TO Q29A]

Q29 For whom do you work?

(NAME OF BUSINESS, GOVERNMENT DEPT. OR AGENCY, OR PERSON)

_____

-- GO TO Q30

Q29a What is the name of your business?

_____

Q30 What kind of business, industry, or service is it?

(GIVE FULL DESCRIPTION: E.G. ELEMENTARY SCHOOL, MUNICIPAL GOVERNMENT, RETAIL SHOE STORE)

_____

Q31 In what city or town do you work?

(INTERVIEWER: IF MULTIPLE JOB SITES, WHERE IS THE MAIN PLACE OF WORK OR OFFICE OUT OF WHICH RESPONDENT WORKS)

_____

Q32A What are the first three digits of the postal code where you work?

1. TO ENTER POSTAL CODE - GO TO Q32
2. DON'T KNOW - GO TO Q32B
3. REFUSED - GO TO Q36 (IF APPLIABLE)

Q32. TO ENTER POSTAL CODE

_ _ _

Q32B. IF PC UNKNOWN IN Q32A (EQ 2) ASK: What is your work address?

[ACCEPT CROSS STREETS ETC FOR ADDRESS IF NECESSARY]

_____

[IF Q22 = ONE JOB, GO TO Q37 (SINCE DATA ALREADY COLLECTED IN Q23)]

Q36 How many hours do you work, on average, each week at your main job?

RANGE - MINIMUM: 0.00 MAXIMUM: 99.90

_ _ HOURS

Q37 To what extent is your [main] job related to the training that you took at [NAME OF INSTITUTION]? Would you say...

1 VERY RELATED,
2 SOMEWHAT RELATED,
3 NOT VERY RELATED OR, - GO TO Q37A
4 NOT AT ALL RELATED? - GO TO 37A
5 DK / REFUSED - GO TO Q38

[If Q37 = NOT RELATED (3,4), GO TO Q37a, OTHERWISE, GO TO Q38]

Q37a Was your program at [NAME OF INSTITUTION] intended to lead to a job, or to prepare you for further studies?

1 LEAD TO A JOB -- GO TO Q37B
2 FURTHER STUDIES -- GO TO Q38
3 BOTH JOB PREPARATION AND FURTHER TRAINING - GO TO Q38
95 OTHER (SPECIFY) _____ -- GO TO Q38
97 DK -- GO TO Q38
98 REFUSED -- GO TO Q38

Q37b Why are you not in a [main] job which is more related to your training at [NAME OF INSTITUTION]?

1 BETTER PAY IN PRESENT JOB
2 COULDN'T FIND TRAINING-RELATED JOB
3 TRAINING WAS INADEQUATE TO GET A JOB
4 TRIED TRAINING-RELATED JOB AND FOUND I DIDN'T LIKE IT
5 DIDN'T COMPLETE TRAINING
95 OTHER _____
97 DK
98 REFUSED

Q38 What is your gross salary or wage from your [main] job, before deductions?

(INTERVIEWER: GROSS SALARY OR WAGE = TOTAL SALARY OR WAGES BEFORE DEDUCTIONS)

RANGE - MINIMUM: $0.00 MAXIMUM: $999999.99
$_____ [SLLLLLL . 00]

Q38b (INTERVIEWER: SELECT THE APPROPRIATE CATEGORY FOR REPORTED WAGE OR SALARY)

1. HOURLY 2. DAILY
3. WEEKLY 4. EVERY 2 WEEKS/TWICE A MONTH
5. MONTHLY 6 YEARLY
95. OTHER (SPECIFY) _____ 98. REFUSED
5. RELEVANCE OF EDUCATION COMPLETED

[If Q37 = VERY RELATED OR SOMEWHAT RELATED, GO TO Q39 - OTHERWISE, GO TO SKIP BEFORE Q40]

Q39 To what extent is your work in your [main] job what your training led you to expect? Would you say...

1 EXACTLY AS EXPECTED,
2 SOMEWHAT AS EXPECTED, OR
3 NOT AT ALL AS EXPECTED?
4 DON'T KNOW
5 REFUSED

[If Q25a = YES (HAD JOB BEFORE/WHILE ATTENDING), GO TO Q41.]

Q40 How useful was your education at [NAME OF INSTITUTION] in getting your [main] job? Would you say...

1 VERY USEFUL,
2 SOMEWHAT USEFUL,
3 NOT VERY USEFUL, OR
4 NOT AT ALL USEFUL?
5. DON'T KNOW
6. REFUSED

Q41 How useful has your education at [NAME OF INSTITUTION] been in performing your job? Would you say...

1 VERY USEFUL,
2 SOMEWHAT USEFUL,
3 NOT VERY USEFUL, OR
4 NOT AT ALL USEFUL?
5 DON'T KNOW
6. REFUSED

[IF Q25a = YES (HAD JOB BEFORE/WHILE ATTENDING), GO TO SECTION 6.]

Q42 Before studying at [NAME OF INSTITUTION], did you have any work experience which is related to your current job?

(INTERVIEWER: THIS INCLUDES ANY EMPLOYMENT EXPERIENCE, EITHER PAID OR UNPAID; VOLUNTEER EXPERIENCE IS NOT INCLUDED)

1 YES
2 NO
3. REFUSED

IF Q37 = "VERY RELATED" OR "SOMEWHAT RELATED", GO TO Q43
OTHERWISE GO TO SECTION 6

Q43 How "job ready" were you after leaving [NAME OF INSTITUTION]. (That is, how well were you able to perform your job immediately after starting it ?) Would you say you were.....

1 ENTIRELY JOB READY,
2 SOMEWHAT JOB READY,
3 NOT REALLY JOB READY, OR
4 NOT AT ALL JOB READY?
5. DON'T KNOW
6. REFUSED

BEGINNING OF "STILL ATTENDING" PATHWAY

[NAME OF PROGRAM] = PREVIOUS PROGRAM FOR WHICH RESPONDENT WAS SELECTED FOR SURVEY
[NAME OF SUBSEQUENT PROGRAM] = CURRENT PROGRAM OF STUDY (AT SAME INSTITUTION)
[RESPONSES TO Q10 TO Q14 COULD BE IMPUTED FROM OTHER QUESTIONS FOR THIS POPULATION]

SA-INTRO

You were selected for this survey because of your previous studies in [NAME OF PROGRAM]. Many of the questions will refer back to that program, [IF ABE "those courses"] rather than your current studies.

3. Evaluation of Education

SAQ44 To answer the next questions, think back to when you first started the [NAME OF PROGRAM] (program) (IF ABE courses) at [NAME OF INSTITUTION]. What were your reasons for enrolling?(MARK ALL THAT APPLY)

1 COMPLETE A CREDENTIAL (HIGH SCHOOL DIPLOMA,CERTIFICATE, DIPLOMA OR DEGREE) AT THIS INSTITUTION
2 PREPARE TO TRANSFER TO ANOTHER INSTITUTION
3 QUALIFY TO ENTER A PROGRAM IN ANOTHER FIELD
4 IMPROVE EXISTING JOB SKILLS
5 LEARN NEW JOB SKILLS
6 DECIDE ON A CAREER/ CHANGE CAREERS
7 PERSONAL INTEREST
8 IMPROVE BASIC SKILLS, (READING/WRITING OR MATH SKILLS)
95 OTHER (SPECIFY) _____
97 DON'T KNOW
98 REFUSED

SAQ45 To what extent did you achieve your most important objective for enrolling? Would you say it was...

1 COMPLETELY MET,
2 MOSTLY MET,
3 NOT REALLY MET, OR
4 NOT MET AT ALL?
5. DON'T KNOW
6. REFUSED

SAQ47 When you left the [NAME OF PROGRAM] (program) (IF ABE courses), had you completed the requirements for a credential such as a degree, diploma, or certificate? (COMPLETING HIGH SCHOOL OR EQUIVALENT IS A CREDENTIAL FOR ABE STUDENTS)

1 YES
2 NO
3. DON'T KNOW
4. REFUSED

SAQ48 What was your main reason for leaving the [NAME OF PROGRAM] (program) (IF ABE courses) at [NAME OF INSTITUTION]when you did? [MARK ALL THAT APPLY]

1 COMPLETED ALL THE CREDITS I NEEDED
2 CHANGED MIND ABOUT PROGRAM/JOB GOALS OR PLANS CHANGED
3 TRANSFERRED TO / QUALIFIED FOR ADMISSION AT OTHER INSTITUTION/PROGRAM
4 DISAPPOINTED WITH PROGRAM OR COLLEGE/INSTITUTE
5 DISAPPOINTED WITH OWN PERFORMANCE / FAILED PROGRAM
6 GOT A JOB / DECIDED TO WORK /BECAME SELF EMPLOYED
0 JOB SITUATION CHANGED (HAVE A JOB)
7 CONVENIENCE (E.G. TRANSPORTATION, SCHEDULING)
8 PERSONAL CIRCUMSTANCES (E.G HEALTH, FAMILY/FINANCES)
95 OTHER (SPECIFY) _____
97 DON'T KNOW
98 REFUSED

SAQ49 How satisfied were you with your studies in [NAME OF PROGRAM] at [NAME OF INSTITUTION]? WOULD YOU SAY YOU WERE...

1 COMPLETELY SATISFIED,
2 MAINLY SATISFIED,
3 PARTIALLY SATISFIED, OR
4. NOT SATISFIED AT ALL?
5. DON'T KNOW
6. REFUSED

SAQ50 While you were in the [NAME OF PROGRAM] (program) (IF ABE courses), how often did you spend time interacting or doing things with other students outside of class? Would you say

(INTERVIEWER: INCLUDE COURSE-RELATED (E.G. STUDY GROUPS) AND NON-COURSE-RELATED ACTIVITIES (E.G. SPORTS) COULD INCLUDE TELEPHONE, E-MAIL ETC.)

1 FAIRLY OFTEN,
2 ONCE IN A WHILE,
3 HARDLY EVER, OR
4 NOT AT ALL?
5 DON'T KNOW
6. REFUSED

SAQ50b Were you in a Cooperative Education program?

1 YES
2 NO- GO TO Q51
3 DK- GO TO Q51

SAQ50c Did you do all the work placements?

1 YES
2 NO
3 DK

SAQ51 I'm now going to ask you to rate certain aspects of the [NAME OF PROGRAM] program. Afterwards, I'll ask for your own comments on the program. I'd like you to rate the extent to which your program provided you with an opportunity to develop the following skills. Some of these skills may not be relevant to your particular program; if so, just say "not applicable".

HOW WELL DID THE PROGRAM [IF ABE COURSES] PREPARE YOU IN.....[A-K] WOULD YOU SAY.....

1. WELL
2 ADEQUATELY
3. POORLY

4. NOT APPLICABLE
5. DON'T KNOW
6. REFUSED

A YOUR ABILITY TO WRITE CLEARLY AND CONCISELY
B YOUR ABILITY TO SPEAK EFFECTIVELY
D ABILITY TO WORK EFFECTIVELY WITH OTHERS
E ABILITY TO ANALYZE OR THINK CRITICALLY, AND YOUR ABILITY TO SOLVE PROBLEMS
F ABILITY TO USE THE MATHEMATICS APPROPRIATE FOR YOUR FIELD
G USE OF COMPUTERS APPROPRIATE FOR YOUR FIELD
H USE OF TOOLS AND EQUIPMENT, OTHER THAN COMPUTERS
I SKILLS FOR LEARNING ON YOUR OWN
J. READING AND COMPREHENSION SKILLS
K. ENTREPRENEURIAL SKILLS

SAQ52 In the next questions, I want you to rate certain aspects of your program [IF ABE course] at [NAME OF INSTITUTION] using the scale "good, adequate or poor".

1. GOOD,
2. ADEQUATE
3. POOR
4. NOT APPLICABLE
5. DON"T KNOW
6. REFUSED

(INTERVIEWER: RATING IS TO BE <u>ON AVERAGE</u>)

A QUALITY OF INSTRUCTION (INTERVIEWER: INCLUDES INSTITUTION TUTORING AND TEACHING)
B ORGANIZATION OF THE PROGRAM [IF ABE COURSE]
D AMOUNT OF PRACTICAL EXPERIENCE (E.G. PRACTICUM)
E TEXTBOOKS AND LEARNING MATERIALS
F1 LIBRARY MATERIALS
F2 LIBRARY SERVICES
G AVAILABILITY OF INSTRUCTORS OR TUTORS FOR HELP ON COURSE WORK OUTSIDE OF CLASS
H COMPUTER HARDWARE AND SOFTWARE
I EQUIPMENT OTHER THAN COMPUTERS
J STUDY FACILITIES ON CAMPUS
K PROGRAM AND CAREER COUNSELING

(INTERVIEWER: REFERS TO ADVICE FROM COLLEGE STAFF, SUCH AS PROGRAM ADVISORS OR COUNSELLORS, NOT FROM COURSE INSTRUCTORS)

L PLACES ON CAMPUS FOR SOCIALIZING WITH FRIENDS

SAQ52N How would you describe the workload in the program [IF ABE courses]?

WOULD YOU SAY...

1 VERY HEAVY,
2 HEAVY,
3 ABOUT RIGHT,
4 LIGHT, OR
5 VERY LIGHT?
6. DON'T KNOW
7. REFUSED

SAQ53A (FOR ECIAD STUDENTS ONLY) What was your main reason for selecting Emily Carr Institute of Art and Design?

_____
_____
_____

SAQ53B (FOR ECIAD STUDENTS ONLY) To what extent did the Institute meet the expectations you had when you enrolled? Would you say it [READ LIST]...

1. COMPLETELY MET YOUR EXPECTATIONS,
2. MAINLY MET YOUR EXPECTATIONS,
3. PARTIALLY MET YOUR EXPECTATIONS, OR

4. DID NOT MEET YOUR EXPECTATIONS AT ALL?
5. DON'T KNOW
6. REFUSED

SAQ59A How many, if any, of your courses from [NAME OF INSTITUTION] were delivered by means other than traditional classroom instruction, such as correspondence or computer-managed instruction? [INTERVIEWER NOTE: ALSO INCLUDES AUDIO OR VIDEO CASSETTE, INTERNET, TELEPHONE OR VIDEO CONFERENCING]

1. NONE
2. 1 OR TWO COURSES
3. 3 OR MORE COURSES
4. DON'T KNOW
5. REFUSED

SAQ53 How could the education or training in the [NAME OF PROGRAM] (program) (IF ABE courses) at [NAME OF INSTITUTION] be improved? (INTERVIEWER: CAPTURE RESPONSE AS PROVIDED; PROBE FOR CLARIFICATION.)

_____
_____
_____

SAQ54 Do you have any other general comments about your education or training in the [NAME OF PROGRAM] (program) (IF ABE courses)?

1 YES -- GO TO SAQ54A
2 NO

SAQ54a -- SPECIFY

(INTERVIEWER: CAPTURE RESPONSE AS PROVIDED; PROBE FOR CLARIFICATION.)

_____
_____

4. Employment

SAQ18 Are you currently working at a job or business?

1 YES – ASK SAQ18A IF APPROPRIATE THE GO TO SAQ22
2 NO -- GO TO SAQ19
3 DK / REF -- GO TO SECTION 6

SAQ18A (FOR ECIAD STUDENTS ONLY) What percentage of your livelihood is obtained from your art/design work and services?

RECORD PERCENTAGES FROM 1% TO 100%, LEAVE BLANK FOR DK/NA
_____ PERCENT RANGE - MINIMUM: 0 MAXIMUM : 100

SAQ19 You said you are not currently working. What is the main reason?

ONE RESPONSE ONLY

1 CAN'T FIND A JOB
2 HAVE NOT LOOKED FOR A JOB
3 SALARY TOO LOW IN JOBS AVAILABLE
4 LAID OFF
5 NEED/WANT MORE EDUCATION/TRAINING
6 UNABLE TO OBTAIN REQUIRED LICENCE, TRADE CERTIFICATE OR UNION MEMBERSHIP
7 ATTENDING SCHOOL
8 CARING FOR FAMILY OR OTHER RESPONSIBILITIES
9 HEALTH REASONS
95 OTHER (SPECIFY) _____
97 DON'T KNOW
98 REFUSED

[IF SAQ19 = "CAN'T FIND A JOB" GO TO SAQ19A

OTHERWISE GO TO SAQ20]

SAQ19a Are you looking for work in the field of your [NAME OF PROGRAM] (program) (IF ABE courses), or in another field?

1 IN SAME FIELD
2 IN ANOTHER FIELD
3 IN ANY FIELD IN WHICH I CAN FIND WORK
3A NO JOB IN MY FIELD IN THIS GEOGRAPHIC AREA
4 I AM NOT LOOKING FOR WORK AT PRESENT
0 NOT APPLICABLE, STUDIES NOT RELATED TO A SPECIFIC OCCUPATIONAL FIELD
5 DON'T KNOW
6 REFUSED

SAQ20 Have you worked at a job or business at any time since leaving the [NAME OF PROGRAM] (program) (IF ABE courses)?

1 YES -- GO TO SAQ21
2 NO -- GO TO SECTION 6
3 REFUSED -- GO TO SECTION 6

SAQ21 Thinking of your first job after leaving the [NAME OF PROGRAM] (program) (IF ABE courses), to what extent was the job related to your training in the [NAME OF PROGRAM] (program) (IF ABE courses)? Would you say...

1 VERY RELATED,
2 SOMEWHAT RELATED,
3 NOT VERY RELATED, OR
4 NOT AT ALL RELATED?
0 NOT APPLICABLE, STUDIES NOT RELATED TO A SPECIFIC OCCUPATIONAL FIELD
5 DON'T KNOW
6 REFUSED
-- GO TO SECTION 6

SAQ22 How many jobs do you currently have?

1 ONE
2 TWO
3 THREE OR MORE
4 REFUSED

SAQ23 How many hours do you work, on average, each week?

[IF SAQ22 = TWO OR THREE OR MORE, ADD "IN ALL YOUR JOBS TOGETHER"]

RANGE - MINIMUM: 0.00 MAXIMUM: 99.90
_ _ HOURS

IF SAQ22 = TWO OR THREE OR MORE, GO TO SAQ23B ELSE GO TO SAQ24

SAQ23b The next questions ask about your main job, which is the job at which you work the most hours.

SAQ24 Are you a paid worker employed by someone else or are you self-employed?

1 PAID WORKER
2 SELF-EMPLOYED - GO TO SAQ25A, THEN SAQ28
3 REFUSED

[IF SAQ22=TWO OR THREE OR MORE JOBS, REWORD SUBSEQUENT

QUESTIONS FROM "YOUR JOB" TO "YOUR MAIN JOB"]

SAQ25a Did you have the same employment before or while you were attending [NAME OF INSTITUTION]?

1. YES -- GO TO Q34
2. NO -- CONTINUE
3. REFUSED -- GO TO Q28

SAQ25 How did you find out about your [main] job? (MARK ALL THAT APPLY)

1 ON-CAMPUS EMPLOYMENT OR PLACEMENT CENTRE
2 WORK EXPERIENCE DURING PROGRAM (EG. PRACTICUM, COOP)
3 UNION OR PROFESSIONAL ORGANIZATION
4 ADVERTISEMENT POSTING EMPLOYMENT CENTRE OFF-CAMPUS

5 INSTRUCTOR
6 FRIENDS OR RELATIVES
7 FOUND JOB ON MY OWN
8 OTHER
9 DON'T KNOW
10 REFUSED

SAQ26 How many months did you spend actively looking for this job?

(IF < 1 MONTH, ENTER 0)

RANGE - MINIMUM: 0 MAXIMUM: 24
_ _ MONTH(S)

SAQ27 Is it a temporary or a permanent position?

(INTERVIEWER: REFERS TO THE <u>TYPE OF POSITION</u>, NOT WHETHER OR NOT THE RESPONDENT WANTS TO CONTINUE IN THE JOB.)

1 TEMPORARY (E.G. SHORT-TERM CONTRACT < 6 MONTHS)
2 PERMANENT
3 DON'T KNOW
4 REFUSED

SAQ28 Is your [main] job the first job you have had since leaving the [NAME OF PROGRAM] (program) (IF ABE courses)?

1 YES
2 NO
3 REFUSED

SAQ34 What is your job title?

(INTERVIEWER: REFERS TO <u>MAIN</u> JOB IF RESPONDENT HAS MORE THAN ONE JOB. GIVE FULL DESCRIPTION: E.G. ELEMENTARY SCHOOL TEACHER, RECREATION DEPARTMENT SUPERVISOR, SHOE SALESPERSON)

(NOTE: IF TRADESPERSON DETERMINE IF R IS A JOURNEYMAN

EG PLUMBER JOURNEYMAN VS. PLUMBER NOT A JOURNEYMAN)

_____

SAQ35 What are your main duties?

_____
_____

[IF SAQ24 = YES (SELF-EMPLOYED), GO TO SAQ29A]

SAQ29 For whom do you work?

(NAME OF BUSINESS, GOVERNMENT DEPT. OR AGENCY, OR PERSON)

_____
-- GO TO SAQ30

SAQ29a What is the name of your business?

_____

SAQ30 What kind of business, industry, or service is it?

(GIVE FULL DESCRIPTION: E.G. ELEMENTARY SCHOOL, MUNICIPAL GOVERNMENT, RETAIL SHOE STORE)

_____

SAQ31 In what city or town do you work?

(INTERVIEWER: IF MULTIPLE JOB SITES, WHERE IS THE MAIN PLACE OF WORK, OR OFFICE OUT OF WHICH THE RESPONDENT WORKS?)

_____

SAQ32A What are the first three digits of the postal code where you work?

1 TO ENTER POSTAL CODE - GO TO SAQ32
2 DON'T KNOW - GO TO SAQ32B
3 REFUSED - GO TO SAQ36 (IF APPLICABLE)

SAQ32 TO ENTER POSTAL CODE

___ ___ ___

SAQ32B IF PC UNKNOWN IN SAQ32A (EQ 1) ASK: What is your work address?

[ACCEPT CROSS STREETS ETC FOR ADDRESS IF NECESSARY]

_____

[IF SAQ22 = ONE JOB, GO TO SAQ37 (SINCE DATA ALREADY COLLECTED IN SAQ23)]

SAQ36 How many hours do you work, on average, each week at your main job?

RANGE - MINIMUM: 0.00 MAXIMUM: 99.90
_ _ HOURS

SAQ37 To what extent is your [main] job related to the training that you took in the [NAME OF PROGRAM] (program) (IF ABE courses)? Would you say...

1 VERY RELATED,
2 SOMEWHAT RELATED,
3 NOT VERY RELATED, OR
4 NOT AT ALL RELATED?
5 DON'T KNOW
6 REFUSED

SAQ38 What is your gross salary or wage from your [main] job, before deductions?

(INTERVIEWER: GROSS SALARY OR WAGE = TOTAL SALARY OR WAGES BEFORE DEDUCTIONS)

RANGE - MINIMUM: 0.00 MAXIMUM: $999999.99
$LLLLLL.00 SALARY

SAQ38b (INTERVIEWER: SELECT THE APPROPRIATE CATEGORY FOR REPORTED WAGE OR SALARY)

1 HOURLY 2 DAILY
3 WEEKLY 4 EVERY 2 WEEKS/TWICE A MONTH
5 MONTHLY 6 YEARLY
95 OTHER (SPECIFY)_____
98 REFUSED

5. Relevance of Education Completed

[IF SAQ37 = VERY RELATED OR SOMEWHAT RELATED, GO TO SAQ39

OTHERWISE, GO TO SKIP BEFORE SAQ40]

SAQ39 To what extent is your work in your [main] job what your training in the [NAME OF PROGRAM] (program) (IF ABE courses) led you to expect? Would you say...

1 EXACTLY AS EXPECTED,
2 SOMEWHAT AS EXPECTED, OR
3 NOT AT ALL AS EXPECTED?
4 DON'T KNOW
5 REFUSED

[IF SAQ25A = YES (HAD JOB BEFORE/WHILE ATTENDING), GO TO SAQ41.]

SAQ40 How useful was your education in the [name of program] (program) (IF ABE courses) in getting your [main] job? Would you say...

1 VERY USEFUL,
2 SOMEWHAT USEFUL,

3 NOT VERY USEFUL, OR
4 NOT AT ALL USEFUL?
5 DON'T KNOW
6 REFUSED

SAQ41 How useful has your education at [NAME OF INSTITUTION] been in performing your job? Would you say...

1 VERY USEFUL,
2 SOMEWHAT USEFUL,
3 NOT VERY USEFUL, OR
4 NOT AT ALL USEFUL?
5 DON'T KNOW
6 REFUSED

[IF SAQ25A = YES (HAD JOB BEFORE/WHILE ATTENDING), GO TO SECTION 6.]

SAQ42 Before studying at [name of institution], did you have any work experience which is related to your current job?

(INTERVIEWER: THIS INCLUDES ANY EMPLOYMENT EXPERIENCE EITHER PAID OR UNPAID; VOLUNTEER EXPERIENCE IS NOT INCLUDED)

1 YES
2 NO
3 REFUSED

IF SAQ37 = "VERY RELATED" OR "SOMEWHAT RELATED", GO TO SAQ43

OTHERWISE GO TO SECTION 6

SAQ43 How "job ready" were you after leaving the [NAME OF PROGRAM] (program) (IF ABE courses)? (That is, how well were you able to perform your job immediately after starting it ?)

WOULD YOU SAY YOU WERE.....
1 ENTIRELY JOB READY,
2 SOMEWHAT JOB READY,
3 NOT REALLY JOB READY, OR
4 NOT AT ALL JOB READY?
5 DON'T KNOW
6 REFUSED

Section 6. Funding

Q55I Did you receive financial assistance - other than scholarships, or from relatives while enrolled at [NAME OF INSTITUTION]?

1 YES
2 NO - GO TO SECTION 7 - HLTH INTRO
3 REFUSED - GO TO SECTION 7 - HLTH INTRO

Q55II IF YES, From whom? CHECK ALL THAT APPLY

IF STUDENT LOAN, PROBE IF REGULAR VS ABESAP
1 UNEMPLOYMENT INSURANCE [EMPLOYMENT AND IMMIGRATION CANADA, HUMAN RESOURCES DEVELOPMENT CANADA, MANPOWER]
2 MINISTRY OF SOCIAL SERVICES [WELFARE, INCOME ASSISTANCE, BC GOVERNMENT, BC BENEFITS TRAINING ASSISTANCE FUND]
3 DEPARTMENT OF ABORIGINAL AFFAIRS
5 WORKERS' COMPENSATION (E.G. DISABILITY)
6 EMPLOYER
7 STUDENT LOAN, REGULAR
8 STUDENT LOAN, ABESAP (ADULT BASIC ED)
95 OTHER (SPECIFY) _____
97 DONT KNOW
98 REFUSED

Section 7. EQUITY QUESTIONS

The next questions collect information which is needed to support programs which promote equal opportunity for everyone.

Q56 Are you an aboriginal person? (that is, a North American Indian or a member of a First Nation, or Metis; or Inuit)

(INTERVIEWER: NORTH AMERICAN INDIANS OR MEMBERS OF A FIRST NATION INCLUDE STATUS, TREATY OR REGISTERED INDIANS, AS WELL AS NON-STATUS AND NON-REGISTERED INDIANS.)

1 YES -- GO TO Q56A
2 NO -- GO TO Q57
3 DK / REF -- GO TO Q57

Q56a Are you ... [ONE ANSWER ONLY]

1 NORTH AMERICAN INDIAN OR MEMBER OF A FIRST NATION,
2 METIS, OR
3 INUIT?
4. DK/REFUSED

IF EMPLOYED (NOT SELF EMPLOYED) ASK:

Q57. The Ministry of Education, Skills and Training and [NAME OF INSTITUTION] would like to learn employers' opinions about how well the colleges and institutes are preparing students for the workplace. Do you give your permission for us to contact your employer? All information provided will be kept strictly confidential and will be used only for statistical purposes.

1. YES
2. NO
3. REFUSED

THANK RESPONDENT